DOCUMENT RESUME

ED 233 965 SO 015 022

TITLE	Citizenship and Social Studies Released Exercises from the 1981-82 Assessment.
INSTITUTION	Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
REPORT NO	NAEP-13-CS-25
PUB DATE	Jul 83
GRANT	NIE-G-80-00003
NOTE	283p.; For related documents, see SO 015 023 and ED 186 330. Print type marginally legible due to boldness of ink.
AVAILABLE FROM	National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ 08641.
PUB TYPE	Statistical Data (110) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Academic Achievement; Adults; *Citizenship Education; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Knowledge Level; Measures (Individuals); Questionnaires; *Social Studies; *Student Characteristics; Student Evaluation
IDENTIFIERS	*National Assessment of Educational Progress; Third Citizenship Social Studies Assess (1982)

ABSTRACT

A series of exercises developed and used by the National Assessment of Educational Progress (NAEP) focusing on citizenship and social studies objectives is provided. Every year since 1969, NAEP has gathered information about levels of educational attainments of 9-, 13-, and 17-year-olds and young adults (26-35) across the nation. Ten learning areas are assessed: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. Measurement instruments are constructed from objectives devised by educators, scholars, and lay persons. This document primarily contains assessment instruments (released exercises) of NAEP's third citizenship/social studies assessment (1981-1982). Part 1 briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set. Part 2 provides rationales for the questions assessing experience in political discussions and training reference resources, and part 3 discusses the taxonomic and content classifications used to develop and report on cognitive exercises. The remainder of the document contains the entire set of the experience exercises and about one-fourth of the cognitive exercises. The remainder of the cognitive exercises have not been released because they will be administered in the future. Primary type of information provided by the report: Assessment Instrument (Released Exercises). (KC)

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: TM SO

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

ED233965

NAEP Report 13-CS-25

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Pratt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

CITIZENSHIP AND SOCIAL STUDIES

RELEASED EXERCISES FROM THE 1981-82 ASSESSMENT

Education Commission of the States

July 1983

NIE Grant - NIE-G-80-0003

SP015022

FORWARD

When the U.S. Office of Education was chartered in 1867, one charge to its commissioners was to determine the nation's progress in education. The National Assessment of Educational Progress (NAEP) was initiated a century later to address, in a systematic way, that charge.

Each year since 1969, National Assessment has gathered information about levels of educational achievement across the country and reported its findings to the nation. NAEP surveys the education attainments of 9-year-olds, 13-year-olds, 17-year-olds and young adults, ages 26-35, in ten learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure possible changes in education achievement. National Assessment has interviewed and tested more than a million young Americans since 1969.

Learning-area assessments evolve from a consensus process. Each assessment is the product of several years of work by a great many educators, scholars and lay persons from all over the nation. Initially, these people design objectives for each subject area, proposing general goals they feel Americans should be achieving in the course of their education. After careful reviews, these objectives are given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists, measurement experts and lay persons, they are administered to probability samples. The people who compose these samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,000 9-year-olds on a given exercise, we can make generalizations about the probable performance of all 9-year-olds in the nation.

After assessment data have been collected, scored and analyzed, National Assessment publishes reports to disseminate the results as widely as possible. Not all exercises are released for publication. Because NAEP will readminister some of the same exercises in the future to determine whether the performance level of Americans has increased, remained stable or decreased, it is essential that they not be released in order to preserve the integrity of the study.

INTRODUCTON

The purpose of this released exercise set is to provide easy access to released exercises from the National Assessment of Educational Progress (NAEP) third citizenship/social studies assessment, conducted in 1981-82. Exercises and documentation are in loose-leaf format to facilitate sorting and copying. These released exercises are in the public domain; therefore, there are no restrictions on copying or using the exercises in this booklet. Documentation has been kept to a minimum. It includes basic reference numbers, objective classifications National Assessment has found useful, timing and administration data for each age group, and scoring guides for open-ended items.

Detailed achievement data on group performance or changes in performance from previous assessments are not included in this report; they will be published in other reports. Similarly, detailed documentation of the objectives and development process is not included, but is being published concurrently in Citizenship and Social Studies Objectives, 1981-82 Assessment, available from National Assessment.

Exercises were administered to 9-year-olds, 13-year-olds and 17-year-olds.[1] Some exercises were administered to only one age group, others to two or more age groups. The number of released cognitive (knowledge, skills, etc.) and experience exercises for each age group or combination of age groups is shown in Exhibit 1.

Part 1 of the text briefly explains NAEP's assessment procedures and describes the documentation provided for the various kinds of exercises in the set.

Part 2 describes rationales behind the development of the experience questions for the 1981-82 citizenship/social studies assessment. The entire set of experience exercises has been released and is included as Appendix A of this set.

Part 3 describes the taxonomic and content classifications used to develop and report on cognitive exercises for the 1981-82 citizenship/social studies assessment (Appendix B). About one-fourth of these exercises have been released. The remainder have not been released because National Assessment will readminister them in the future to determine whether the performance level of young Americans has changed.

The remainder of the exercise set consists of copies of released exercises and documentation for each exercise. Experience exercises compose Appendix A, followed by cognitive exercises in Appendix B, and by data for cognitive exercises in Appendix C.

---

[1] During some years National Assessment has administered exercises to supplementary samples of 17-year-olds who were not in school. However, during the 1981-82 assessment, only 17-year-olds enrolled in school were sampled.

Exhibit 1. Number of Released Cognitive and Affective Exercises by Age Group or Combination of Age Groups

Cognitive Exercises

	Age 9	Age 13	Age 17	Total
Age 9 only	3	—	—	3
Age 13 only	—	9	—	9
Age 17 only	—	—	12	12
Ages 9 and 13	2	2	—	2
Ages 13 and 17	—	29	29	29
Ages 9, 13 and 17	6	6	6	6
TOTAL	11	46	47	61

Experience Exercises

	Age 9	Age 13	Age 17	Total
Age 9 only	1	—	—	1
Age 13 only	—	0	—	0
Age 17 only	—	—	0	0
Ages 9 and 13	0	0	—	0
Ages 13 and 17	—	1	1	1
Ages 9, 13 and 17	1	1	1	1
TOTAL	2	2	2	3

PART 1

NAEP ASSESSMENT PROCEDURES

All exercises in this set were administered to at least one of three different age groups of students. Exercises were administered in booklets (packages) containing 27 to 40 exercises. Exercise packages were accompanied by paced audiotapes. The announcer read the text and response options for most exercises and told respondents when to go on to the next exercise. The total administration time for each package, including introduction, sample exercise and background questions, was about 45 minutes.

Age groups and assessment dates were as follows:

Age Group	Birthdates	Assessed During
13-year-olds	January to December 1968	October to December 1981
9-year-olds	January to December 1972	January to February 1982
17-year-olds	October 1964 to September 1965	March to May 1982

Each package of exercises was administered to a national sample of about 2,000 students at age 9 and about 1,200 students at ages 13 and 17; no student took more than one package. Most of the exercises were multiple-choice with a machine-scorable oval (foil) to the left of each response choice. Twenty-five of the exercises were open-ended and required the respondent to write short answers. The scoring guides used to categorize responses for these exercises are included following each open-ended exercise. (Scoring guides are explained toward the end of this chapter.)

Each exercise is reproduced essentially as it was seen by the respondent. It is accompanied by documentation containing information about exercise administration. This information is described in the following example, using as a sample the documentation for Exercise R103010.

Documentation

A.	Release #:	R103010			
B.	NAEP #:	D-103010-D1D-123			
C.	Objective:	Demonstrates Skills Necessary to Acquire Information			
	Subobjective:	C. Uses techniques such as personal interviews, written essays, polls and questionnaires			
D.	Exercise Type:	Open-ended			
	Stimulus Type:	Text/Tape			
E.	Overlap: 1981-82 Package-Exercise:		9 05-12	13 07-03	17 10-01
F.	Timing: (in seconds) Exercise Total Time		9 34	13 35	17 35

A. Release Number

The 1981-82 release number contains seven characters beginning with the letter R and uniquely indentifying each exercise.

B. NAEP Number

In most cases, part of the NAEP number and the release number for an exercise are identical, except that the release number has an R as the first character. The NAEP number is a unique number assigned to each exercise for documentation and reference purposes. NAEP numbers also contain other numbers that may be useful to the reader.

For example in this example the "D" in the first position indicates that this item was developed for the joint citizenship/social studies assessment of 1981-82. In this item set the leading character may also be a "3" or a "9" indicating an item developed for a prior assessment of citizenship (3) or social studies (9). For the items with leading characters of "D" the first digit after the "D-", a 1 in this case, references the major objective I and the next two digits "03" reference the subobjective. The character set "D1D" is an assessment indicator. The indicators used in this exercise set are D1D, 13D, 33D and 72D. The left most character indicates the assessment year for which the item was developed: "D" the 1981-82 assessment, "1" the 1969-70 assessment, "3" the 1971-72 assessment and "7" the 1975-76 assessment. The second character indicates the number of times that the exercise has been used. The third character, "D" in this case and for all items in this set,

indicates the assessment (1981-82 in this case) in which the item is currently used. The final set of digits "123" for this example indicates the ages to which the item was administered. The values are: 1 = age 9, 2 = age 13 and 3 = age 17. The digits "123" indicate that the item was given to ages 9, 13 and 17. The age group indicator may be one, two or three digits long as needed.

C. Objective and Subobjective

Released items from the 1981-82 citizenship/social studies assessment are keyed to the 1981-82 citizenship/social studies objectives. These objectives and subobjectives are shown on the documentation. For some items multiple objectives are shown.

D. Exercise Type and Stimulus Type

Exercises are classified as either multiple-choice or open-ended; this classification is presented as the exercise type. Some exercises have multiple-choice parts and some open-ended parts.

Most exercises have both a text and a tape-recorded stimulus. Some exercises also have additional stimulus materials, such as graphs, tables and pictures, while a few exercises may have either only a taped stimulus or only a text stimulus.

E. Package and Exercise Number

Exercises were assembled into packages for administration to each age group. For each group, the 1981-82 package and exercise number is shown. For example, the number "05-04" denotes package 5, exercise 4. There is not, in general, any correspondence between package numbers for various ages. For example, package 2 for age 13 may contain some of the same exercises as package 5 for age 17.

F. Exercise Time

As mentioned, exercise packages were administered by paced audiotapes. For each age group, the total time allowed (in seconds) for an exercise in the 1981-82 assessment is shown. The total time is the time allotted for reading the exercise and for responding to it. Actual tapescripts, showing exactly what was read and how the total time was broken down into reading and responding times, are available from National Assessment. Times given for exercises measuring changes are the 1981-82 assessment times. Unless there is a footnote to the contrary, the time used in 1981-82 is the same as the time used in previous assessments for that item.

Data Included in the Exercise Set

For the items in Appendix B of this volume, estimates of national and modal grade p-values are reported for correct or acceptable responses. These data are found in Appendix C.

Statistics reported and definitions of the selected population groups follow.

Statistics Used in the Exercise Set

Since National Assessment uses a national probability sample to collect data, the findings are reported as estimates of the percentage of individuals in a given group who would successfully complete a particular exercise if everyone in that group in the country had been tested. Thus, when we say that "85 percent" of the 9-year-olds gave correct responses," 85 percent is an estimate of the proportion of all 9-year-olds in the country who would have answered correctly if all 9-year-olds had been assessed.

These percentages are always subject to sampling error since they are computed from a sample rather than from the entire population. The standard errors of these percentages provide a measure of the sampling variability among all possible samples. The standard error of a sample statistic can be used to construct a confidence interval for the estimate--for example, the interval from two standard errors below to two standard errors above the particular sample value would include the average of all possible values in about 95 percent of the samples.

Standard errors for the p-values contained in Appendix C of this release exercise set can be estimated using a pair of formulas given below. For a simple random sample the standard error of a p-value is

For National Assessment data the following equations should be used to obtain reasonably accurate estimates of the standard errors.

If $30\% \leq P \leq 70\%$ then

$$se_p = \sqrt{\frac{2P(100-P)}{n}}$$

If $P < 30\%$ or $P > 70\%$ then

$$se_p = \frac{32.4}{\sqrt{n}} + \sqrt{\frac{P(100-P)}{2n}}$$

For both equations:

P = weighted percentage

se = estimated standard error of the percentage P

n = sample size

The approximate sample sizes for the nation and modal grade are given for each age in Table 1.

TABLE 1

Approximate National and Modal Grade Sample Sizes for the 1981-82 Citizenship/Social Studies Assessment by Age

	Age 9	Age 13	Age 17
National	1990	1211	1122
Modal Grade	1398	865	818

Definitions of Selected Reporting Groups

In addition to results for the nation as a whole, National Assessment reports performance of various groups within the national population. Definitions of the groups reported in this volume follow.

Age

Results are reported for all persons enrolled in public or private schools who were 9, 13 and 17 years old at the time of the assessment.

Modal Grade

The modal grade is the school grade in which most (70 to 75 percent) students in a specific age group are found. The modal grades for each age group are: age 9--grade 4; age 13--grade 8; and age 17--grade 11.

A state or district that conducts an assessment of grades 4, 8 or 11 and tabulates results separately for students who are 9, 13 or 17 years old (according to National Assessment's age definition) will be able to compare its results to National Assessment's modal-grade results.

Scoring Guides

Open-ended exercises were scored by specially trained scorers. To help assure consistent scoring, National Assessment developed detailed scoring guides for those exercises. A scoring guide defines acceptable and unacceptable responses for an item. The acceptable and unacceptable categories are usually further subdivided into finer categories to describe common responses or types of responses that are of substantive interest.

A two-digit classification system is used for coding each response.

10-19 = Categories of acceptable responses
20-29 = Categories of unacceptable responses
77 = "I don't know" responses
88 = No response

As part of the quality-control procedures used during the scoring of open-ended exercises administered in the 1981-82 assessment, samples of responses were periodically drawn for multiple scorings. That procedure was developed to monitor scorers' consistency. Each sample of exercise responses was selected randomly and was read and scored by a randomly selected scorer. These scores were recorded on separate forms designed for the quality-control procedure. Later, the sample exercise responses again were scored independently by another scorer, and scores were recorded as usual on the exercise page. These scores were then added to the quality-control forms by another staff worker, and the two category assignments for each response were compared for consistency.

Exhibit 2 displays the average percentage of agreement between the twice-scored quality-control responses. For each released open-ended exercise the percentage of agreement has been averaged across exercise parts and across the multiple readings for each age group to which the exercise was given. The information is arranged in release-number order. NAEP numbers and the age overlaps are also indicated for the exercises. The number of pairs of category assignments included in the computation of the percentage of scorer agreement ranges from about 30 pairs to nearly 400 pairs. When scoring was begun, more samples were used than were used near the end of the scoring process. The average percentages of scorer agreement in Exhibit 2 range from 79.9 percent to 98.8 percent. Most scorer agreements tended to be greater than 90 percent.

EXHIBIT 2. Average Percentage of Scorer Agreement for Released Open-Ended 1981-82 Mathematics Exercises

Released Number	NAEP Number	Age Overlap	Age 13 Average Percentage Agreed	Age 17 Average Percentage Agreed
R101020	9-101020	23	93.7	92.8
R104002	3-104002	3	----	94.7
R104004	3-104004	2	96.3	----
R105029	3-105029	3	----	89.7
R201010	3-201010	23	93.3	93.2
R201030	3-201030	23	91.2	92.5
R202016	3-202016	2	79.9	----
R202018	3-202018	2	83.6	----
R206002	3-206002	3	----	90.2
R300005	3-300005	23	98.1	97.1
R302001	3-302001	3	----	82.5
R302002	3-302002	2	94.5	----
R302022	3-302022	23	89.8	91.9
R306011	3-306011	23	93.3	93.3
R401002	3-401002	3	----	93.0
R404002	3-404002	23	97.2	94.3
R404003	3-404003	23	98.0	98.2
R404006	3-404006	3	----	97.2
R404032	3-404032	3	----	98.8
R404034	3-404034	3	----	88.7
R502009	9-502009	23	85.8	85.1
R502013	9-502013	3	----	91.1
R504001	3-504001	2	89.7	----
R506015	9-506015	23	93.6	93.7
R604002	3-604002	2	95.7	----

PART 2

CITIZENSHIP/SOCIAL STUDIES EXPERIENCES

The 1981-82 citizenship/social studies assessment included three experience items each with several parts. These exercises were designed to obtain some information about frequency of political and controversial topic discussions and with whom the discussions took place and the training young children receive in the use of common reference materials.

It was thought by the Citizenship/Social Studies Advisory Board that this infromation was important for its own sake. More importantly they thought that the information from the experience items could be used to create background variables which might help explain some of the achievement differences among population subgroups. These items are included as Appendix A.

PART 3

OBJECTIVES OF THE 1981-82 CITIZENSHIP/SOCIAL STUDIES ASSESSMENT

The 1981-82 citizenship/social studies objectives are organized under five main objectives, each with several subobjectives. The major objectives and subobjectives are listed below:

I. Demonstrates Skills Necessary to Acquire Information

- A. Uses the senses.
- B. Uses sources such as card catalogues and indexes, case studies, computers, drawings, films, globes and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television.
- C. Uses techniques such as personal interviews, written essays, polls and questionnaires.

II. Demonstrates Skills Necessary to Use Information

- A. Organizes information.
- B. Applies infromation.
- C. Makes decisions and solves problems.
- D. Critically evaluates information.

III. Demonstrates an Understanding of Individual Development and the Skills Necessary to Communicate with Others

- A. Examines individual beliefs, values and behaviors.
- B. Demonstrates individual development.
- C. Communicates in graphic and oral forms.
- D. Gives attention and responds to the expression of others.
- E. Interacts in gruops in various capacities.
- F. Has effective relations with people having different cultural perspectives.

IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments

- A. Understands the forces that shape individual human beings.
- B. Understands the interrelatedness of human societies.

C. Understands the organization of human societies.

D. Understands the relationships between individuals and groups.

E. Understands the relationships among groups.

F. Understands the relationships between people and the natural environment.

G. Has an awareness of global concerns.

H. Has a commitment to human rights worldwide.

V. Demonstrates an Understanding of and Interest in the Development of the United States

A. Understands the principles and purposes of the United States.

B. Understands the organization and operation of the governments in the United States.

C. Understands political decision making in the United States.

D. Understands the electoral processes in the United States.

E. Understands the basis and organization of the legal system in the United States.

F. Knows rights of individuals in the United States.

G. Recognizes civil and criminal judicial systems in the United States.

H. Has a commitment to support justice and rights of all individuals.

I. Understands economics in the United States.

J. Understands major social changes that have occurred in American society.

K. Has a commitment to participating in community service and civic improvement.

The items in Appendix B are keyed to these objectives and subobjectives. For more detail please see Citizenship and Social Studies Objectives, 1981-82 Assessment.

BIBLIOGRAPHY

Citizenship and Social Studies Objectives, 1981-82 Assessment. Denver, Colo.: National Assessment of Educational Progress, Education Commission of the States, 1980.

APPENDIX A

Released

Experience Exercises

With Foil Level

National Data

1981-82

Assessment

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

Have you ever studied how to use any of the following? Fill in only one oval for each part.

	Yes	No	I don't know.	No Response
A. Maps	86.3	10.0	3.0	0.8
B. Globes	76.1	19.4	3.0	1.1
C. Charts	62.3	29.9	5.8	2.0
D. Tables	55.0	37.0	6.0	4.1
E. Graphs	58.2	31.8	8.2	1.7

This exercise was not developed to be a direct measure of the Citizenship Objectives.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

BACKGROUND QUESTIONS--This exercise was included in every pacage for intended use as a background variable.

A. How often do you talk about government or politics to your TEACHERS?

	(9)	(13)	(17)
⬭ Hardly ever	77.8	67.8	49.6
⬭ One day a week	7.5	10.0	13.3
⬭ Two days a week	4.3	7.5	12.6
⬭ Three or four days a week	3.3	8.0	12.9
⬭ More than four days a week	7.1	6.7	11.3
No Response	0.9	0.1	0.2

B. How often do you talk about government or politics to your PARENTS?

⬭ Hardly ever	65.4	60.7	47.8
⬭ One day a week	12.7	16.7	14.7
⬭ Two days a week	6.7	9.6	15.3
⬭ Three or four days a week	5.0	7.2	10.8
⬭ More than four days a week	9.5	5.5	6.6
No Response	0.8	0.2	0.3

C. How often do you talk about government or politics to your FRIENDS?

⬭ Hardly ever	77.6	82.8	66.5
⬭ One day a week	9.0	8.2	14.3
⬭ Two days a week	4.6	4.1	9.8
⬭ Three or four days a week	3.3	2.8	5.9
⬭ More than four days a week	4.7	1.8	3.3
No Response	0.9	0.3	0.3

This exercise was not developed to be a direct measure of the Citizenship Objectives.

DO NOT CONTINUE UNTIL TOLD TO DO SO.

D-000001BD1D-1.2.3

BACKGROUND QUESTIONS--This exercise was included in every package for intended use as a background variable.

A. How often do you talk about controversial topics to your TEACHERS?

	(13)	(17)
⬭ Hardly ever	50.4	28.5
⬭ One day a week	20.8	22.4
⬭ Two days a week	14.2	21.5
⬭ Three or four days a week	8.8	18.2
⬭ More than four days a week	5.6	9.1
No Response	0.3	0.3

B. How often do you talk about controversial topics to your PARENTS?

⬭ Hardly ever	48.1	26.5
⬭ One day a week	18.8	18.2
⬭ Two days a week	13.8	20.3
⬭ Three or four days a week	10.0	19.4
⬭ More than four days a week	9.0	15.2
No Response	0.3	0.4

C. How often do you talk about controversial topics to your FRIENDS?

⬭ Hardly ever	62.1	23.8
⬭ One day a week	13.0	18.0
⬭ Two days a week	8.6	18.5
⬭ Three or four days a week	7.6	18.3
⬭ More than four days a week	8.2	16.9
No Response	0.4	0.4

This exercise was not developed to be a direct measure of the Citizenship Objectives.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

APPENDIX B

Released

Cognitive Exercises

With

Scoring Guides

1981-82

Assessment

Suppose there are two men running for mayor in your town. One candidate thinks a large area of land in your community should be made into a public park, and the other candidate thinks the land should be used for industry.

A. Give two things you could do to find out why each candidate thinks as he does.

(1) _____

_____

_____

(2) _____

_____

_____

B. If you could talk with the candidate who supports the public park project, what two questions would you ask him?

(1) _____

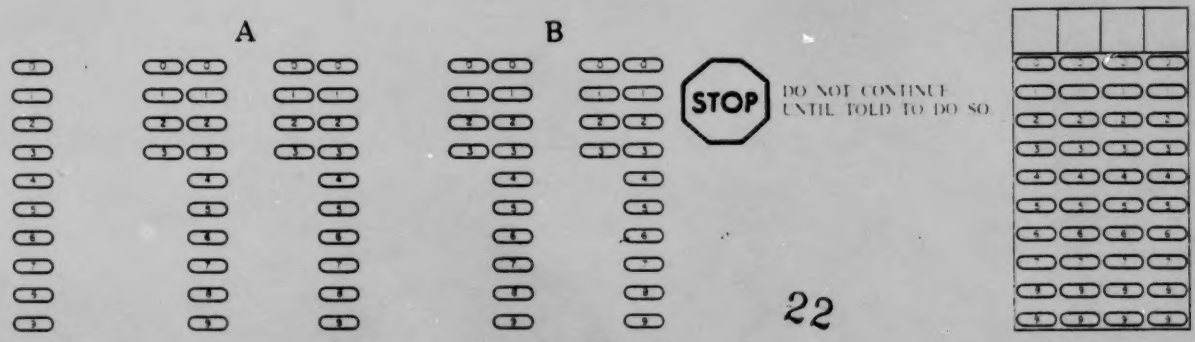
_____

_____

(2) _____

_____

_____



22

9-101020-33D-2,3

Report #: R101020

NAEP #: 9-101020-33D-23

Objective: I. Demonstrates Skills Necessary to Acquire Information

Subobjective: C. Uses techniques such as personal interviews, written essays, polls and questionnaires.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

	13	17
Overlap: Package-Exercise:	05-11	01-25
TOTAL TIME: (in seconds)	13 226	17 228

PARK OR INDUSTRY
9-101020-33D-23
SCORING GUIDE: PART A

These categories were used to score parts A1 and A2.
Categories and sample responses are listed below.

10 = OTHER ACCEPTABLE RESPONSES

Age 13

Arrange a public debate.
See which one is doing the right thing by asking people about it.
Ask the people who are going to vote for him.
Ask your friends for opinions.

Age 17

Follow his campaign more closely.
Find out what type of people are voting for which candidate, i.e. conservationists, business men.
Get the two together and have them talk to each other.
Make them give you some good reasons for their decision.
Go to the city hall and find out.
Get different opinions from other people and see if they've talked to the candidates.

11 = QUESTIONS CANDIDATE (ACTIVE)

Age 13

Ask him what kind of environment they came from (interview).
Ask him why or have a meeting asking him or her why he/her thinks this way.
You could write a letter to him and ask him.
Interview the candidate and ask him.
Have a debate and question them.
You could ask his opinion and opinions of others.

Age 17

Try to get an opportunity to have an interview with him or with one of his associates.
Write to him and ask for more information on his ideas.
Talk to each candidate and find out his political views.
Talk to him personally, write a letter to him.
Interview him.
Ask why he wants land for public park and how should it be needed and used.

Scoring guide (continued)
Categories and sample responses are listed below.

12 = RESEARCHES CANDIDATES' BACKGROUNDS OR ATTITUDES

Age 13

Find out where the person works for. Example one may sell playground equipment, therefor he would want a public park.
See his background life to find out if anyone is puting him up to it. (To benefit them).
Get some information about the person.
Research the background of the candidates.
Ask somebody closely related to him.
You could talk to someone who knows them well.
Talk to someone real close to them, a running mate or someone.

Age 17

Read about his bringing up and life history.
Get information on his political background.
Research any illegal activities the man who desires industrial development. Payoffs possible?

Look into their past.
Go check on his records. Go down to the administration and find out about him.
Ask someone who's in office with him.
By looking up their background history.
Find out where the candidate lives to see if perhaps this might influence his decision.

Scoring guide (continued)
Categories and sample responses are listed below.

13 = RESEARCHES USE OF LAND OR NEEDS OF COMMUNITY THAT MIGHT INDICATE CANDIDATES' THINKING

Age 13

Research on what kind of land it is.
Study the land for yourself.
Look and see which one would be the most helpful to your community.
Go to the land and see what it's like if it would be better for a park or industry.
Investigate about the usefulness of the place.
Check the land to see which purpose would be better.
See how many industries there are and if there's too much smog, and ask the people to see if kids need the park or get industry to progress ahead.

Age 17

Go to the area and see what is surrounding it. See if it would be best for a park or industry.
Find out what the land is like then see if the land will hold up for whatever it will be used for.
Find out how many other parks there are around. Would it be nessecary.
Check the ecomic situation of the town.
To find out exactly where and what kind of community it is located in.
Find out what is most helpful either to keep kids off the street or industry.
I guess find out what industry they were going to put on the land, if it was needed industry for the community.

14 = ATTENDS MEETINGS, SPEECHES AND DEBATES (PASSIVE)

Age 13

Listen to his campain speech.
Listen to speaches, public appearances.
Go to political rallies.
Listen to them when they give speeches.

Age 17

Attend rallys, etc, where the candidate appears and speaks.
Listen to their campaign speeches.
Listen to speeches made by him on why he thinks as he does.

Scoring guide (continued)
Categories and sample responses are listed below.

15 = OBTAINS INFORMATION FROM MEDIA AND CAMPAIGN MATERIALS

Age 13

Read pamplets and fliers on each candidate, and his intentions for the community.
Televise him on T.V. and see what he thinks and ask him questions.
Have them write a story about what they'll need and how they'll do it.
If he wrote it down somewhere like in the newspaper read it.
You could find out by listining to the radio, watching T.V. and reading the paper.
You could go to the Candidates Headquarters and ask around for answers.

Age 17

Talk to the people who run his campaign because they should know about that.
Look at brochures and information about each candidate.
Read the newspapers for editorials and coverage of the candidates' rallies or speeches.
Write to their campaign headquarters requesting information.
Listen to their speeches on the radio, TV, newspaper.

Read their booklets and other literature.
Go to a newspaper where they've done research on both candidates and find out that way.
Read the papers and on T.V. different editorials.
Check at campaign headquarters.

Scoring guide (continued)
Categories and sample responses are listed below.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13

Because one want to help that community in industry.
Maybe he think he is right.
They are both different men.
What help would it bring us.
Like they can have a park so everyone can see it and do thing in it.
Because it his land.
The man would put parks in because a city should look nice in some way.
The one who wants the park is a good idea. This will give them some place to go and keep them off the streets.
I'm against this because the industry would make air pollution.
One man who wants to make a good impression on kids.
Go to the almanac and look it up.

Age 17

Just wait to see which mayor wins the election and find out then.
Why do you think our town should have a large industrial area.
If you make it an industry there will be more jobs.

One candidate wants a city park so people can enjoy thereself.
The one who wants industry is more business like. He is probably elderly.
The don't need no park
Well, I would say, the one making for the the park, he trying to build this nation and he making the park to keep kids out of trouble.

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART B

These categories were used to score parts B1 and B2.
Categories and sample responses are listed below.

10 = OTHER ACCEPTABLE RESPONSES

Age 13

Are you making this park for votes or conservation?
Do you think by doing this it will make you win?
Was it your idea or was it requested to you?
Will he go through with the park after election?

Age 17

What bad effects will this have upon the community and the public?
Do you think this will keep people occupied and keep the crime rate down?
Does he honestly want a park or is it a move to get more votes?

What will you call it?
How come he don't take a vote on it?

11 = COST

Age 13

Would there be a fee to go in the park?
How do you plan to raise money to make the park?
Does this mean we'll have to pay more taxes?
How much money does it take to support it?
What would the cost be to build it?

Age 17

How much money would a park, as you propose, cost the community?
How much money would be needed to buy the land?
Would it raise the taxes?
Where are you getting the fund to build this park?

How could he raise funds for it?
How much he thinks it would cost?
How much would it cost?

Scoring guide (continued)

Categories and sample responses are listed below.

12 = WHY HE WANTS A PARK; VALUE OF THE PARK; WHY NEED PARK

Age 13

Why does he want to make a park?
Do you really want the children to have a park to play in?
Why do you want to put a park there?
Why he thinks the land should be made into a public park?
Why do we need the public park?

Age 17

Does he think it would be helpful to the community to have a park?
What would be the advantages for the people of the community?
Do you feel people in this town will benefit from this park?
Do you reallly think there is a shortage of parks?
What's his reasons for a park. Is it going to cause any confusion?
Why should he want to build a public park and what would he put in it?
Why he thinks it should be made into a park?
Why he thought he needed a park?
Would it help the community to have a park?
Do we really need a park?

13 = DETAILS OF CONSTRUCTION OR OPERATION (EXCEPT RELATED TO COST)

Age 13

Will it have baseball field and all the other things?
Will you clean the park very well?
And what kind of security will it have?
What kind of park is it going to be?
What is your goal - to make a place for children or for animals?
Would you have stachews in it?
Will it have swings and play rides for the kids?
Is the park open for everyone?
When are you going to build the park?
How long would it take to build the park?

Scoring guide (continued)

Categories and sample responses are listed below.

13 = (CONTINUED)

How could the park be set up?
What would be included in the park?
If it was going to be a picnic park?
What facilities would you put in the park?
What kind of maintenance would be there - supervision?
How would they keep it a play area and not get gangs in there.
How available would you make the park to all citizens of the city?
What sort of equipment will you have in the park?
Would it be for just young kids or all ages?
Was he going to take care of it?
And ask him how it would be run and what would be the rules and regulations to abide by?

Age 17

When do you intend to start the park?
What will the park consist of (swings, sand boxes, etc)?
Who would the park be available to?
How will this park be maintained and managed?
Do they allow dogs in the park?
Would bikes be allowed?
What kind of parks are you going to build?
What kind of things he was going to put in it?
How safe he thinks it would be for children to play in?
When was he going to build it?
Would it be open to the public?
What kind of playground equipment he'd have?

Scoring guide (continued)

Categories and sample responses are listed below.

14 = CONSIDERATIONS OF OTHER ALTERNATIVES

Age 13

Why don't you want the area for industry use?
I could ask why he thinks we shouldn't build homes or schools on the land.
Why don't you want a factory?
Why do you think we need a park instead of a place for industry?

Age 17

Would you consider any type of compromise with industrialists?
Would the park be a better idea than an industry?
Does he want a park because he thinks industry will harm the community?
Why does he think it is better than his oppenent, wanting it to be used for industry?
Why is a place for children to play more important than jobs for their fathers?

15 = PEOPLE'S FEELINGS

Age 13

Do you think the children will enjoy a new park?
Do you think the town majority agrees with you?
How others might feel with his opinion?
Why couldn't you have a plle to see who wants the public park?

Age 17

What would happen if the majority of the town's people wanted an industry? Would you still think the same?
Do you think the people in the community really want the public park?
If he thinks that's what the majority of the people want?

Does he think the children would like it?
Who does not want the park?

Scoring guide (continued)

Categories and sample responses are listed below.

16 = EXCELLENCE OF LOCATION, SIZE

Age 13

What made you choose that part of our city to put a park their?
Do you think it is a good location?
Where would you put it?
How big the park is going to be?
Do you think the land is suitable for a park area?

Age 17

How big is the park going to be?
If it is a good area for a park to be?
Where will you get the land?

Are there a lot of people around there would enjoy the park if put in that place?
How big it was going to be?
Why would he like to build the park on that location?
How large would it be?
What would the park consist of, how big, etc.?

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13

Do you think you will win?
What else would you do besides the park?
Do you have any children?
Why do you want to be a mayor?
Why?
Why do we have to take this stubid test?

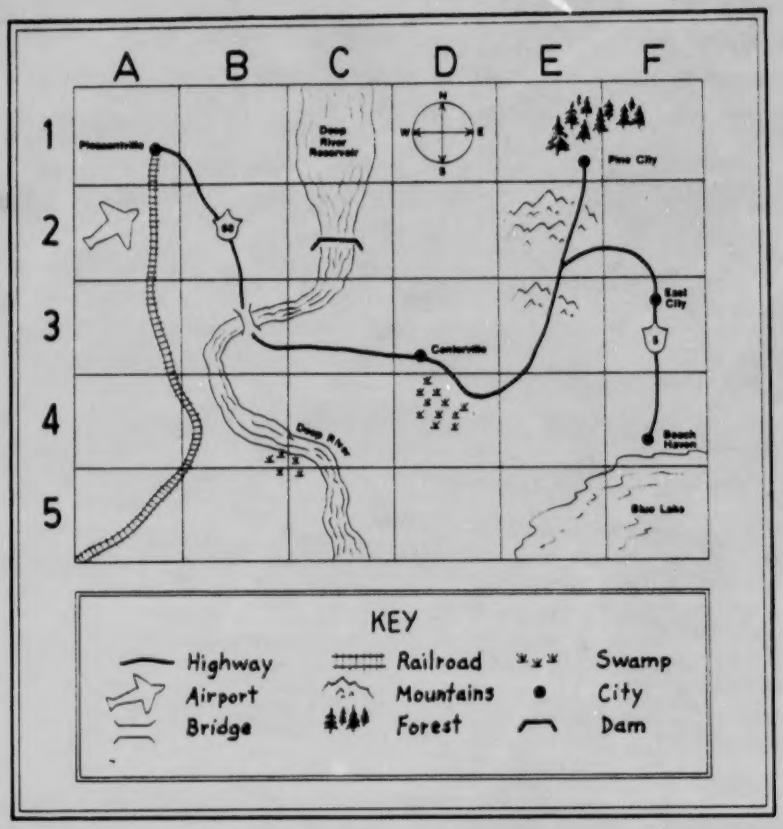
Age 17

Ask him why he wants to work instead of play?
Why?
How?
Would he try to do something about the drug situation?

Did he ever live in a park?
Does he have any others that he takes care of?
How he planned to?
Why do you want to be mayor?

77 = I DON'T KNOW

88 = NO RESPONSE



Look at the map. Notice the numbers on the left side of the map, the letters on the top of the map and the key below the map. Use the map and the map key to answer the questions below and on the next page.

A. Which city is located in F4?

- Beach Haven
- Centerville
- Pine City
- Pleasantville
- I don't know.

STOP

DO NOT CONTINUE UNTIL TOLD TO DO SO.

(Continued)

B. What is shown in E2?

- ⬭ Swamp
- ⬬ Mountains
- ⬭ Forest
- ⬭ Dam

- ⬭ I don't know.

C. Which natural resource is located closest to Pine City?

- ⬭ Lake
- ⬭ Rivers
- ⬭ Swamp
- ⬬ Forest

- ⬭ I don't know.

D. How many dams are shown on the map?

- ⬬ One
- ⬭ Two
- ⬭ Three
- ⬭ Four

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R102004

NAEP #: D-102004-D1D-1

Objective: I. Demonstrates Skills Necessary to Acquire Information

Subobjective: B. Uses sources such as card catalogues and indexes, case studies, computers, drawings, films, globes and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 9
Package-Exercise: 06-03

TOTAL TIME: (in seconds) 9
164

A. A lot of times I am noisy when other students are trying to study something.

- ⬭ True about me
- ⬬ NOT true about me

- ⬭ I don't know.

B. When other students are talking, I usually wait for them to finish before I try to say something.

- ⬬ True about me
- ⬭ NOT true about me

- ⬭ I don't know.

DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R102009

NAEP #: 3-102009-72D-2

Objective: IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments

Subobjective: H. Has a commitment to human rights worldwide.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

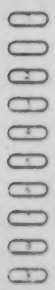
Overlap: 13
Package-Exercise: 04-29

TOTAL TIME: (in seconds) 13
41

971	Graham, Gerald Sanford, 1903- A concise history of Canada, by G.S. Graham and Mary R. Racine: illus. by B. Myers. 2d ed. N.Y., Viking c1968 192 p. illus., maps. Bibliography: p. 177-182. 1. Canada. Title.

Does this book catalog card provide the following information or not? Fill in only one oval for each part.

		Does provide this information	Does NOT provide this information	I don't know.
A.	The topic of the book	●	○	○
B.	Whether the book contains any maps	●	○	○
C.	The date the book was published	●	○	○
D.	The reading level of the book	○	●	○
E.	The number of pages in the book	●	○	○
F.	Whether the book has an index	○	●	○



DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R102017

NAEP #: D-102017-D1D-23

Objective: I. Demonstrates Skills Necessary to Acquire Information

Subobjective: B. Uses sources such as card catalogues and indexes, case studies, computers, drawings, films, globes and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	06-05	02-13
TOTAL TIME: (in seconds)	13	17
	76	80

A group in your town wants to get a law passed that will stop people from owning dogs because they claim dogs run loose and are dangerous to children. Your class wants to find out what people in your neighborhood think about this idea.

Which question would be BEST to ask people in your neighborhood?

- ○ Do you think this group wants to help the neighborhood?
- ○ Why do you think a law against dogs is needed?
- ○ Do your children have a dog?
- ● Are you for or against a law about owning dogs?

- ○ I don't know.

41

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R103010

NAEP #: D-103010-D1D-123

Objective: I. Demonstrates Skills Necessary to Acquire Information

Subobjective: C. Uses techniques such as personal interviews, written essays, polls and questionnaires.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	9 05-04	13 01-19	17 01-05
TOTAL TIME: (in seconds)	9 48	13 43	17 41

Where is a good place for these people to go for help?

A. Someone who found an injured animal? _____

_____

B. Someone who needs a driver's license? _____

_____

C. Someone who needs food or clothing? _____

_____

D. Someone whose wages have been taken away because he couldn't pay his bills? _____

_____

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

A B C D

43

Report #: R104002

NAEP #: 3-104002-13D-3

Objective: I. Demonstrates Skills Necessary to Acquire Information

Subobjective: B. Uses sources such as card catalogues and indexes, case studies, computers, drawings, films, globes and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 03-24

TOTAL TIME: (in seconds) 17
97

1981-82 S0324
1975-76 S0402
1969-70 S1409

WHERE TO GO FOR HELP
3-104002-13D-3
SCORING GUIDE: PART A

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
A dog kennel.
Zoo.
Fire department.
To the nearest house.
Fire department.

11 = POLICE STATION, POLICE GAME WARDEN, SHERIFF, FOREST RANGER, HIGHWAY PATROL

Age 17
Go to the sheriff's office.

12 = ANIMAL HOSPITAL, VET

Age 17
A Doctor of vetrimary Medicine.
An animal doctor.
A vetinarian.
Animal clinic.

13 = HUMANE SOCIETY, POUND, ARL (ANIMAL RESCUE LEAGUE), ASPCA, ANIMAL SHELTER

Age 17
Anti-cruelti society.
The ASPCA.
Animal shelter.
Human Society.
Animal compound.

Scoring guide (continued)

Categories and sample responses are listed below.

14 = STATE, COUNTY, FEDERAL DEPARTMENT - CONSERVATION DEPARTMENT, STATE GAME DEPARTMENT

Age 17
Call Park and Recreation Department.
County Agriculture dept.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
The animal help.
Italy.

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Circuit Court Clerk.

11 = STATE PATROL, HIGHWAY PATROL, SHERIFF, POLICE, POLICE STATION

Age 17
They should go to a police station.
Highway Patrol office.

12 = BUREAUS AND DEPARTMENTS - BUREAU OF MOTOR VEHICLES, STATE LICENSE BUREAU, LICENSE BUREAU, TRAFFIC BUREAU, CAR LICENSE DEPARTMENT, MOTOR VEHICLE AGENCY, REGISTRY OF MOTOR VEHICLES, DEPARTMENT OF PUBLIC SAFETY

Age 17
Drivers license station.
Department of Motor vehicles.
Motor vehicle bureau.

13 = CITY, COUNTY OR STATE BUILDING - COURT HOUSE, CITY HALL

Age 17
The courthouse to take the test.

14 = DRIVER'S TRAINING SCHOOL

Age 17
Driving school.
Drivers ed.
To a place where they can teach you to drive.
Calif. Drivers Institute.

Scoring guide (continued)
Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
United States.
Highway Dept.
Sign up for license or permit.
Registry.
The National Guard Armory.
Dept. of Vehicle Control.
Safety patrol office.
Calif. Automobile Assn.

21 = NAMES A CITY

Age 17
Lexington.

22 = NAMES A SPECIFIC TITLE OR OCCUPATION OF A GOVERNMENTAL PERSON OR GOVERNMENTAL AGENCY WHOSE FUNCTION DOES NOT INCLUDE ISSUING DRIVER'S LICENSES OR TRAINING DRIVERS, ALSO INCLUDE NOTARY PUBLIC, JUSTICE OF THE PEACE, AAA

Age 17
Office of the department of transportation.
Secretary of States office.
Bureau of Transportation.
Judge in Rockford.
State dept.
Social Securty Dept.

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART C

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

My house.
A Mission.
A community center.
An organization that helps people in these areas.
Frineds.
I would help them myself.
Lakeshore Jaysees because I know they have helped many people.
Community Action Center.

11 = COMMERCIAL ESTABLISHMENTS - STORE, CLOTHING STORE, DRY GOODS STORE, GROCERY STORE, SHOPPING CENTER, MARKET

Age 17

Food and clothing manufacture.
Super market.
Department or grocery store.

12 = LOCAL, STATE, OR FEDERAL DEPARTMENTS - WELFARE, PUBLIC ASSISTANCE, FOOD STAMP OFFICE

Age 17

Dept. of agriculture.
Welfare dept.
Office of health and welfare, community centers.

13 = CHARITABLE ORGANIZATIONS - SALVATION ARMY, RED CROSS, GOODWILL, YMCA

Age 17

Salvation army.
Red Cross.
Neighbors - In - Need.
Crisis Center.
Care.

Scoring guide (continued)
Categories and sample responses are listed below.

14 = RELIGIOUS OR CHURCH RELATED CHARITABLE GROUPS OR ORGANIZATIONS, CHURCH

Age 17

Church or other place of worship.
Local church organizations.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17

Loan.
Get a job and work.
First Aid.

21 = DEPARTMENTS OR ORGANIZATIONS THAT DO NOT FUNCTION AS PROVIDERS OF FOOD OR CLOTHING - BOARD OF HEALTH, CIVIL DEFENSE, FIRE DEPARTMENT

Age 17

Social Security Office.
State Health Commission.
National Guard.
Unemployment Office.

22 = MEDICAL GROUPS - HOSPITAL

Age 17

No samples.

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART D

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

Social worker.
Local senator.
Financial officer.
The police.
Financial business someone who helps gets finances straightened out.
Town council.

11 = LEGAL AID, LEGAL ACTION, TAKE IT TO COURT, LAWYER, LEGAL AID SOCIETY, DISTRICT ATTORNEY, COUNTY COURT HOUSE, CITY HALL

Age 17

Layyer.
City hall.
Court.
ACLU.
Justice Dept.

12 = MONEY LENDING AGENCIES - LOAN COMPANY BANK, CREDIT UNION, CREDIT BUREAU

Age 17

HFC.
Loan office.
A bank.
A finance company.
Savings and loan association.
Pacific Plan (a place to borrow money.)
Insurance man if he has insurance to borrow on insurance.

Scoring guide (continued)
Categories and sample responses are listed below.

13 = LOCAL, STATE OR FEDERAL DEPARTMENT/BUREAU - BUREAU OF EMPLOYMENT SECURITY, BOARD OF PUBLIC ASSISTANCE, LABOR BOARD, FAIR LABOR UNION, BETTER BUSINESS BUREAU

Age 17
Better Business Bureau.
Public Assistance Building.
NLRB official.
Dept. of labor.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Internal Revenue.
Mafia.
Jail.
Whoever took it away.
He has no complaint.
Govt. official.
Nothing for him to do.

21 = RESPONSES THAT SAY WHAT THE PERSON SHOULD DO RATHER THAN WHERE HE SHOULD GO

Age 17
No samples.

22 = READ QUESTION LITERALLY, RESPONDED WHERE TO GO FOR HELP IF HAD NO WAGES

Age 17
State Aid (welfare).
Church.

77 = I DON'T KNOW

88 = NO RESPONSE

Where is a good place for these people to go for help?

A. Someone who wants to report a danger to public health, such as garbage in the streets _____

_____

B. Someone who needs a license for a dog _____

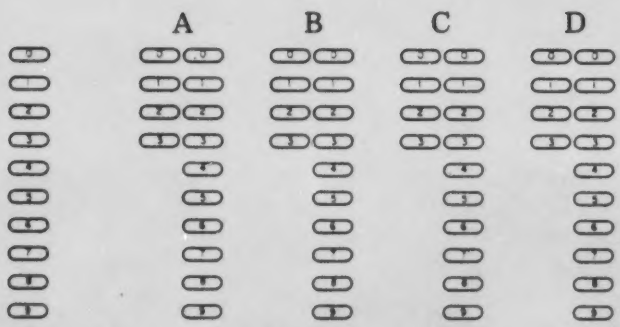
_____

C. Someone who found an injured animal _____

_____

D. Someone who wants a license for a bicycle _____

_____



STOP

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Report #: R104004

NAEP #: 3-104004-13D-2

Objective: I. Demonstrates Skills Necessary to Acquire Information

Subobjective: B. Uses sources such as card catalogues and indexes, case studies, computers, drawings, films, globes and other models, graphs, maps, newspapers, photos, pictures, radio, recordings, reference books, slides, tapes, television.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 01-18

TOTAL TIME: (in seconds) 13
98

1981-82 T0118
1975-76 T0402
1969-70 T1209

WHERE TO GO FOR HELP
3-104004-13D-2
SCORING GUIDE: PART A

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13 Hospital
Public Health Center.
Dept. of cleanliness.
Sanitation.
Your community clean-up center.
Pollution patrol.
Health Center.
Garbage receiving place
The littering bureau.
Public Health Service.

11 = POLICE, SHERIFF

Age 13
Police office.
Police.
A police guy - they're efficient.
Sheriff's office.

12 = GIVES THE TITLE OF A CITY, COUNTY, STATE OFFICIAL: SENATOR, MAYOR, GOVERNOR, ETC.

Age 13
City manager.
Go to the mayor.
City commissioner.
Health inspector.
The public health official.
Health commissionar.
Governor.
City Manager.

Scoring guide (continued)

Categories and sample responses are listed below.

13 = STATE, COUNTY OR MUNICIPAL BUILDING - TOWN HALL, COURT HOUSE

Age 13
Public health Built.
Village hall.
City hall.
Sanitation building.
Township building.
City hall.

14 = PUBLIC HEALTH DEPARTMENT, SANITATION DEPT., DEPT. OF PUBLIC WELFARE, DEPT. OF PUBLIC WORKS, ETC.

Age 13
National Health Board.
Health Dept.
Sanitation dept.
Department of Health, Education & Welfare.
Welfare Office.
Public Health Bureau.
Sanitation Dept.

15 = REFERENCES TO A GOVERNING BODY - CITY COUNCIL, SENATE

Age 13
City council.

16 = GARBAGE COMPANY/COLLECTOR

Age 13 To the city disposal company
To the garbage men.
City garbage men.

17 = DESCRIBES THE KIND OF WORK A PERSON DOES - PEOPLE WHO CLEAN UP THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
No samples.

Scoring guide (continued)

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13 Go to the newspaper
Go to the.
City truck.
Department of streets.
The Health Spa.
You should pick it up.
Public Service.
Scavenger co.
The C.I.A.

21 = REFERS TO THE CITY, THE COUNTY, THE STATE, THE GOVERNMENT, OR GIVES THE PROPER NAME OF A CITY OR COUNTY

Age 13
Go to the government.
To the city.
To the government office.
City.
Go to the State government to see if they would clean it up.

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

Kennel

Dog kennel

11 = POLICE - POLICE DEPT./STATION

Age 13

Police
Police station
City police
State patrol

12 = GIVES THE TITLE OF A CITY OR COUNTY OFFICIAL - CITY CLERK

Age 13

Dog warden
Dog catcher

13 = STATE, COUNTY, OR MUNICIPAL BUILDING - COURT HOUSE, COUNTY BUILDING, CITY HALL

Age 13

Public Municipal Building
City hall
Court house
County City Building
Court house

14 = POUND, HUMANE SOCIETY, A.S.P.C.A., ETC.

Age 13

The S.P.C.A. or any dog pound
Animal shelter
City dog pound
The dog pound
Dog pound
City pound
Humane Society

Scoring guide (continued)

Categories and sample responses are listed below.

15 = REFERS TO THE COUNTY SEAT, THE COUNTY, THE CITY OR GIVES THE PROPER NAME OF A CITY/COUNTY

Age 13
No samples.

16 = VETERINARIAN, ANIMAL HOSPITAL

Age 13
Vet.
To the vet or animal hospital.
Dog clinic.
Animal clinic.

17 = PET SHOP

Age 13
Dog shop.
Dog store.
Pet shop.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13 Liscense Bureau.
Dog place.
Your father.
Get one for him.
Hunting store.
Fire Dept.
Government place.
Currency exchange.

21 = USES THE WORD ANIMAL AND ADDS THE WORD BUREAU OR DEPARTMENT TO IT

Age 13
No samples.

77 = I DON'T KNOW

88 = NO RESPONSE

59

SCORING GUIDE: PART C

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

Tell somebody and nearby house
If it has a license call the owner.
Pet shop.
Find the owner and see what to do about it.
A nearby person.

11 = POLICE, SHERIFF, HIGHWAY PATROL

Age 13

Sheriff.
Call the police.
State police.

12 = VET., ANIMAL HOSPITAL/CLINIC

Age 13

Animal hospital.
To the veterarien.
Animal doctor.
To an animal clinic.
Doctor.
Hospital.

13 = A.S.P.C.A., HUMANE SOCIETY, ANIMAL SHELTER, POUND, A.R.L. (ANIMAL RESCUE LEAGUE)

Age 13

Animal shelter.
Call the S.P.C.A.
Anticrulty secoity.
Animal control center.
Animal Society.
Animal shelter.

Scoring guide (continued)
Categories and sample responses are listed below.

14 = STATE, COUNTY OR FEDERAL DEPARTMENT - DEPT. OF WILDLIFE, GAME WARDEN, MUNICIPAL BUILDING -- CITY HALL

Age 13
Game Warden.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
Media - newspaper.
A person who want to help.
Lost and found department.
Radio station.

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE : PART D

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

To a drivers Ed place.
At our school. Men come to school and we could get them without going to the police dept.
Sporting Goods or hardware store.

11 = POLICE, SHERIFF, HIGHWAY PATROL

Age 13

Police Station.
Sherifs office.
Police bike inspector.
Police station.

12 = FIRE DEPT./STATION

Age 13

Fire Dept.
Fire house.

13 = GIVES THE TITLE OF AN ELECTED OFFICIAL - COUNTY CLERK

Age 13

City clerk.

14 = CITY, COUNTY, STATE BUILDING - CITY HALL, COURT HOUSE

Age 13

Court house or licence bureau.
City hall.
Public Municipal Building.
City Hall.
Court House.

Scoring guide (continued)

Categories and sample responses are listed below.

15 = DEPT. OF MOTOR VEHICLES, PLACE WHERE YOU GET YOUR DRIVERS LICENSES, PEOPLE WHO GIVE YOU LICENSE TO DRIVE, LICENSE BUREAU, VEHICLE LICENSE, OFFICE WHERE YOU GO TO GET CAR LICENSE, DRIVERS BUREAU

Age 13
Where you get our car licence.
Department of Motor Vehicles.

16 = CITY GOVERNMENT, COUNTY GOVERNMENT, GIVES THE PROPER NAME OF A CITY OR COUNTY

Age 13

City council.

17 = BIKE STORE

Age 13 Where they bought the bike.
Bicycle shop.
Bike shope.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13 Highway Dept.
A person who wants to ride his bike anywhere.
Box of cereal.
Bicycle licence office.
The store!
You don't need one.
I don't know, we don't have them in the country.
Take a test.

77 = I DON'T KNOW

88 = NO RESPONSE

Suppose you had a park in your neighborhood and you could decide who played there. Whom would you let play in the park?

A. Would you let White kids play in the park?

- ▬ Yes
- ⬭ No
- ⬭ I don't know.

B. Would you let Black kids play in the park?

- ▬ Yes
- ⬭ No
- ⬭ I don't know.

C. Would you let kids with Spanish last names play in the park?

- ▬ Yes
- ⬭ No
- ⬭ I don't know.

D. Would you let Indian kids play in the park?

- ▬ Yes
- ⬭ No
- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

64

Report #: R105021

NAEP #: 3-105021-72D-2

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: H. Has a commitment to support justice and rights of all individuals.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 06-04

TOTAL TIME: (in seconds) 13
70

You and some friends are having lunch in a restaurant. As you are eating, some people your age of a different race come in and ask for a table. Although there are many empty tables, the waiter tells the people that he cannot seat them because they do not have reservations. You have eaten at the restaurant many times and have never needed a reservation.

A. Are you concerned about this situation?

- Yes
- No
- I don't know.

B. What would you do about this situation?

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

66

Report #: R105029

NAEP #: 3-105029-72D-3

Objective:

Part A. IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environment

Part B. V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective:

Part A. H. Has a commitment to human rights.

Part B. H. Has a commitment to support justice and rights of all individuals.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 05-16

TOTAL TIME: (in seconds) 17
123

RESTAURANT DISCRIMINATION

3-105029-72D-3

SCORING GUIDE: PART B

Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

Tell those people who have just enetered that I didn't have a reservation.
I would tell the people to complain because I had never had to have a reservation.
Find out why they didn't get a table and tell them what I think about the situation.
I would just say something about never needing a reservation before in front of everyone.
Call someone that can take action against the restaurant for discrimination.

111 = INVITE THE PEOPLE TO DINE WITH THEM

Age 17

I will invite them to join me.
Ask the waiter to let them sit at our table.
I'd tell the restaurant manager that they could use my table, and wait there until they have been served.
Ask the people to have lunch with me.

112 = TALK TO/WRITE TO/COMMUNICATE WITH SOMEONE CONNECTED WITH THE RESTAURANT--WAITER, MANAGER, OWNER (NO INDICATION OF THE SUBJECT DISCUSSED OR THE SUBJECT DISCUSSED DOES NOT HAVE AN ASSIGNED CATEGORY)

Age 17

Talk to the management and tell them my feelings.
Talk to the manager. Maybe he doesn't know what the waiter is doing.
I would tell the waiter that this is a free country and all men are created equal.
I would complain to the management and if I got no satisfaction, I would take it up with a lawyer.
Talk to the waiter and see what I could do.

Scoring guide (continued)
Categories and sample responses are listed below.

113 = TALK TO/WRITE TO/COMMUNICATE WITH AN ELECTED OFFICIAL

Age 17

Write to a congressman and tell him about the situation.
I would write a letter to the governor about this situation.
I would write to the mayor of our city because they are citizens and we should give them the rights of another citizen, instead of treating them unlike others.
Write my congressman and other civil rights leaders about the situation and try to change it.

114 = TALK TO/WRITE TO/COMMUNICATE WITH THE MEDIA--RADIO, TV, NEWSPAPER

Age 17

Call the "Action Line".

115 = TALK TO/WRITE TO/COMMUNICATE WITH FRIENDS

Age 17

I would talk to my friends about it. I probably wouldn't eat at that restaurant again.
Tell friends not to eat there.
I would discuss it among my friends and ask their feelings about it.
Tell others about it and certainly ask the owner of the restaurant about the situation.

116 = ORGANIZE A GROUP ACTIVITY, PROTEST, PICKET, DEMONSTRATE, BOYCOTT

Age 17

I would probably protest against the waiter's actions. Any one in the US has the right to eat anywhere he pleases.
I would speak up and form a group to prevent prejudice. Boycott the restaurant so that they may think twice about what they're doing.

Scoring guide (continued)

Categories and sample responses are listed below.

117 = GET UP AND LEAVE, NOT COME BACK, NOT PATRONIZE THE RESTAURANT ANYMORE--REFERS TO A PRIVATE/INDIVIDUAL BOYCOTT

Age 17

I would never go back to that Restaurant, because if they don't want to serve people of a different race I guess they don't need my business either, because white is a race too.
Walk out and never go there again.
Tell the management that I will not eat in the restaurant unless he changes his policy.
I wouldn't eat there again and I'd let the person in charge know my feelings.
Stop eating at that restaurant.

118 = PETITION, CIRCULATE OR SIGN

Age 17

No samples.

119 = TAKE LEGAL ACTION, TAKE IT TO COURT, GET IN TOUCH WITH SOMEONE WHO IS RESPONSIBLE FOR SEEING THAT LAWS ARE OBEYED--POLICE, DISTRICT ATTORNEY

Age 17

I would prosecute.
Report it to my attorney and summons him to court.
Tell the police.
Get a lawyer and take the situation to court. They are discriminating because of race. This is unlawful.
Take it to court and fight about it.

120 = GET IN TOUCH WITH A GROUP THAT IS DESIGNED TO PROTECT ONE'S CIVIL LIBERTIES--ACLU, NAACP

Age 17

Talk to the head of the restaurant threatening to call the NAACP.
Report the owner of the restaurant to the city Equal rights Board and the local Better Business Bureau and maybe petition the store.
Report the restaurant's name to an organization dealing with equality of rights to have this changed.
Tell some civil rights group about it.

Scoring guide(continued)
Categories and sample responses are listed below.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Yes everybody that is an American citizen should have the right to do as everybody else.
No call for reservations next time.
I would go along with the waiter and not allow them to be seated.
Commend the waiter for a job well done and give him an extra big tip.
Except the answer no and leave next time make reservations.
I don't know but I would do something.

251 = REFERENCES TO RIOTING, USING VIOLENCE

Age 17
Get up from the table and hit the waiter, then seat them myself.
I would smack him through the wall and take the table.
I would mash his face and break his body.
I punch the waiter in the head.

252 = DON'T DO ANYTHING

Age 17
Probably ignore it because I'm very prejudice.
Nothing because its his store he's prejudise and I can't help it.
I wouldn't do anything because it is not my restarant and they don't have to accept anyone if they don't want to.
Sit back and enjoy my food.
I guess I would not do anything since the matter doesn't pertain to me.

777 = I DON'T KNOW

888 = NO RESPONSE

Look at the pictures on the next page. The pictures show how bread is made but they are not in the correct order.

A. What is the correct order for these pictures?

- ⬭ A, B, C, D, E, F
- ⬬ F, D, B, E, A, C
- ⬭ F, B, D, E, A, C
- ⬭ B, F, D, E, A, C

- ⬭ I don't know.

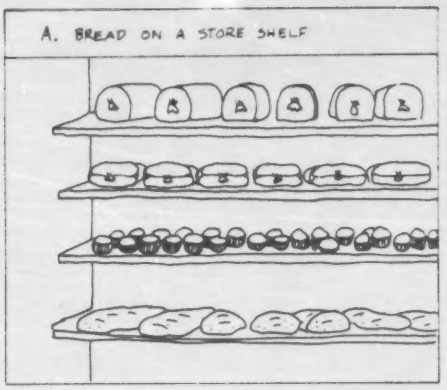
B. Which pictures might have looked nearly the same two hundred years ago?

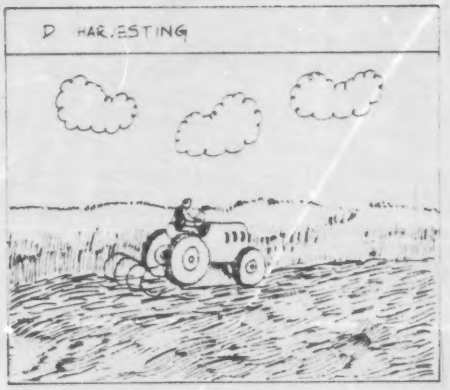
- ⬭ A and B
- ⬭ D and E
- ⬭ A and F
- ⬬ C and F

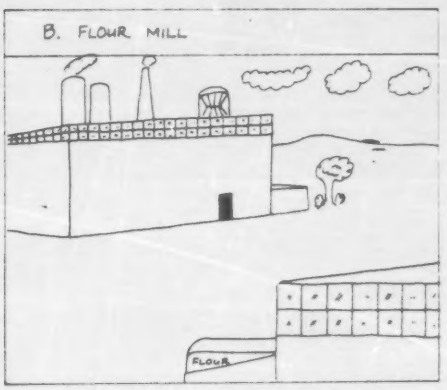
- ⬭ I don't know.

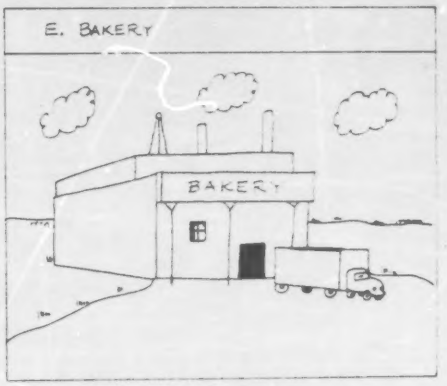
PLEASE CONTINUE ON THE NEXT PAGE

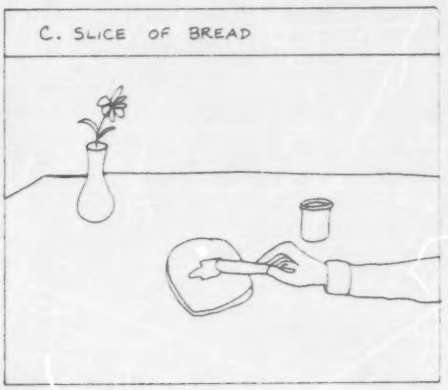
(Continued)

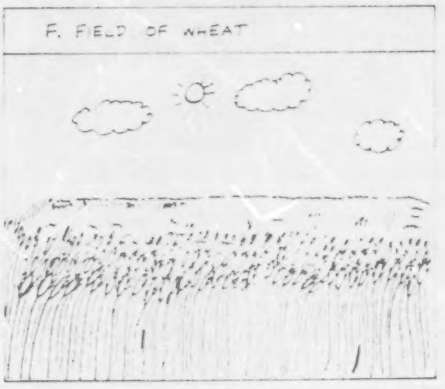












73

STOP

DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R201006

NAEP #: D-201006-D1D-12

Objective: II. Demonstrates Skills Necessary to Use Information

Subobjective: A. Organizes information.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	9	13
Package-Exercise:	05-03	06-07
TOTAL TIME: (in seconds)	9	13
	119	105

Give three reasons you think are most important for having police.

1. _____

_____

_____

2. _____

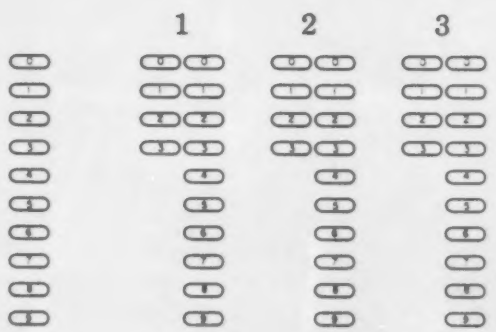
_____

_____

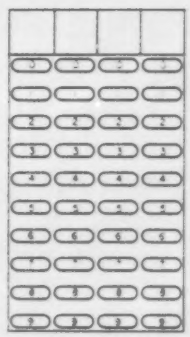
3. _____

_____

_____



DO NOT CONTINUE
UNTIL TOLD TO DO SO.



Report #: R201010

NAEP #: 3-201010-720-D23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: E. Understands the basis and organization of the legal system in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 01-27	17 / 01-21
TOTAL TIME: (in seconds)	13 / 109	17 / 94

WHY HAVE POLICE
3-201010-72D-23
SCORING GUIDE

These categories were used to score parts A1, A2 and A3.
Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

For justice.
To keep animals off the streets.
They are the ones who are there, so you could call them.
Testifying in court.

Age 17

No samples.

11 = STATEMENTS REFERRING TO A SPECIFIC CRIME OR THE PREVENTION OF A SPECIFIC CRIME

Age 13

To keep criminals from stealing. So the price of stuff won't go up.
To keep the use of drugs down.
To keep prostutes of the street.
To stop rapes.
For stoping merders.

Age 17

For safety of the common people from rapist, murders, muggers, thieves, burglars, crooks.
Murder rates would go up.
Help keep vandalism down.

12 = SPECIFIC REFERENCES TO PREVENTING TRAFFIC ACCIDENTS, CONTROLLING TRAFFIC, TICKETING SPEEDERS, DIRECTING TRAFFIC

Age 13

To stop cars from speeding.
To keep cars from wrecking into each other.
To help little old ladies across the street.
To stop drunk driving.
Help direct traffict when it's needed.

Age 17

To keep reckless and dangerous drivers off the street.
Keep people controlled when driving so too many accidents don't occur.
Enforcement of traffic laws.
Fewer accidents or deaths.
So we won't have so many accidents.

Scoring guide (continued)
Categories and sample responses are listed below.

13 = GENERAL STATEMENT WHERE NO SPECIFIC CRIME IS MENTIONED THAT REFERS TO PREVENTING CRIME, PREVENTING PEOPLE FROM COMMITTING A CRIME, OR CATCHING CRIMINALS

Age 13

To stop dangerous crimes.
To keep crime down.
To help people from get in trouble.
So they can catch criminals and take them to jail.

Age 17

Apprehension of criminals.
To stop violence among people.
For protection against criminals.
So that crime will not run unchecked.
Stop organized crime.

14 = GENERAL PROTECTION/SAFETY, PROTECT PEOPLE, PROPERTY AND RIGHTS

Age 13

Making the neighborhood a safer place to live.
To let people know they have some security in there town.
To protect us.
Keep people from harming themselves or others.

Age 17

To protect our houses and other belongings.
To protect the innocent people from harm.
To give the community a feeling of security.
To create a safe environment to live in.

15 = GENERAL REFERENCES TO MAINTAINING ORDER, ENFORCING LAWS

Age 13

To peace and quiet in the streets.
So that things won't get out of hand.
Because they help inforce the law.
To try to stop fights.

Age 17

They uphold the laws that are passed.
To keep civil order.
To enforce the law.
The police force is vital to the country as a means of keeping peace.

Scoring guide (continued)

Categories and sample responses are listed below.

16 = TEACH, INFORM, GUIDE, WARN PEOPLE

Age 13

To give young people a good example.
Help sponsor safety patrol.
To help the criminals rehabilitate themselves.
To help make children growing up to be better people.
To help people who need counseling but don't know where to go.
Set a good example for other people.

Age 17

To teach kids right from wrong.
Give advice to people who need it.
To set examples for kids and try to help the ones that are always getting into trouble.
For information. Sometimes they're the best "information booth".

17 = SPECIFIC REFERENCES TO HELPING PEOPLE IN NON-CRIMINAL SITUATIONS, ASSISTING IN EMERGENCIES (INCLUDES AUTO ACCIDENTS)

Age 13

They can help in the case of an emergency such as a car wreck.
To help lost children find there way home.
If he sees someone hurt to rush them to the hospital.
When people are lost, or need help.
When you have car trouble late at night.

Age 17

There is someone you can call in an emergency.
Provide services for those who need it by giving people rides to the hospital.
To help us when we need it in natural disasters, and other emergencies.
They help in accidents.

18 = ENVIRONMENTAL RESPONSES - PROTECT THE ENVIRONMENT, STOP POLLUTION, SAVE THE WILDLIFE

Age 13

So they can help people to not pollute.
Keep America clean.

Age 17

They help our environment.

Scoring guide (continued)
Categories and sample responses are listed below.

19 = GENERAL HELP/SERVE PEOPLE

Age 13

To help serve us in a way that is just and fair.
To help people when they need help.
They are good people who want to help others.
To be able to go somehwere when you need hlep.
They can help you when you are in trouble.
To help us in how we live.

Age 17

To help serve the country's people.

20 = OTHER - NONSENSE, IRRELEVANT, IMMATERIAL

Age 13

For targets.
They have a good job.

Age 17

Gives more people jobs.
To stop ignorance in the world.
They usually are trust worthy.
Make certain the rain doesn't steal the sun from the sky.
They don't do anything.

21 = ANSWERS GIVING NON-POLICE FUNCTIONS/DUTIES, I.E., FRIENDS

Age 13

And they make laws to be kept.

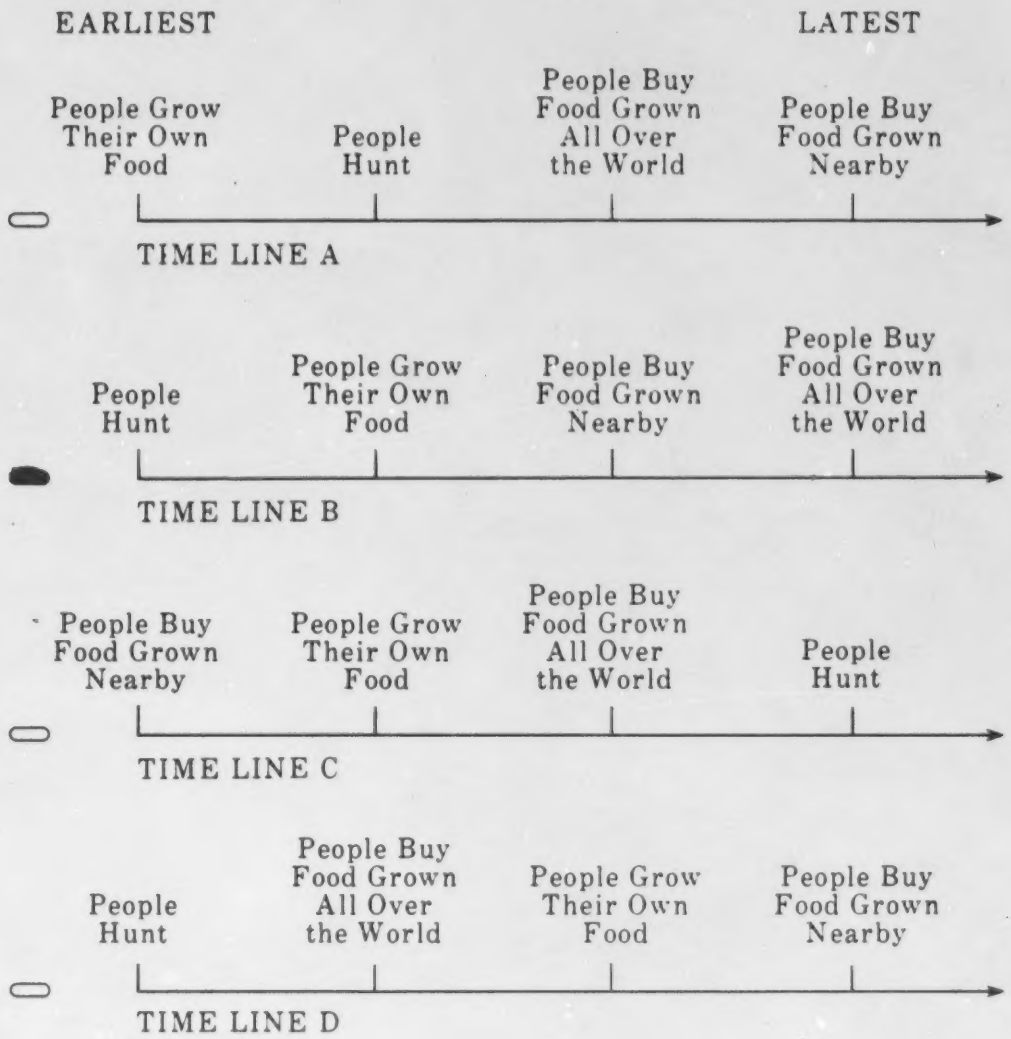
Age 17

To make new laws - especially to teach all people.
To be your friend. You can always call on them.

77 = I DON'T KNOW.

88 = NO RESPONSE

The way most people in the world have obtained food has changed from early history to the present time. Which time line below BEST shows this change?


EARLIEST
LATEST
People Grow Their Own Food
People Hunt
People Buy Food Grown All Over the World
People Buy Food Grown Nearby
TIME LINE A
People Hunt
People Grow Their Own Food
People Buy Food Grown Nearby
People Buy Food Grown All Over the World
TIME LINE B
People Buy Food Grown Nearby
People Grow Their Own Food
People Buy Food Grown All Over the World
People Hunt
TIME LINE C
People Hunt
People Buy Food Grown All Over the World
People Grow Their Own Food
People Buy Food Grown Nearby
TIME LINE D

I don't know.

81

STOP

DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R201026

NAEP #: D-201026-D1D-123

Objective: II. Demonstrates Skills Necessary to Use Information

Subobjective: A. Organizes information.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	9 01-32	13 01-21	17 01-13
TOTAL TIME: (in seconds)	9 63	13 79	17 75

Name as many reasons as you can why laws are needed (maximum of 5).

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

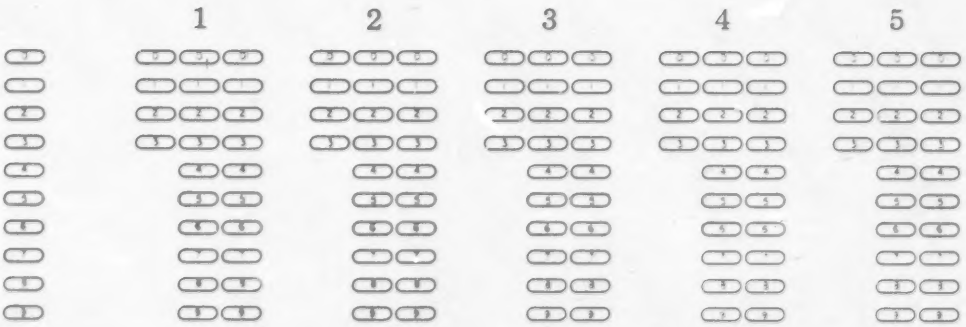
_____

5. _____

_____

_____

DO NOT CONTINUE
UNTIL TOLD TO DO SO.



Report #: R201030

NAEP #: D-201030-13D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: E. Understands the basis and organization of the legal system in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

	13	17
Overlap: Package-Exercise:	05-23	05-24
TOTAL TIME: (in seconds)	184	163

WHY LAWS ARE NEEDED
3-201030-13D-23
SCORING GUIDE

These categories were used to score parts A1-A5.

Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

To help make a better life.
Make a good city or town.
Kids would often run away.
Laws help people who are unfortunate and cannot defend themselves.

So you don't have to go to a certain church.
In order for people to have a say.
They need laws so that if a man and his wife part they need laws to make the man take care of the children.
So teenagers won't be on the streets all night.
Need to control people who drink too much.
A book could be copied and no one could prevent it.
People would go crazy.

Age 17

To better our society.
To keep a better country, town, etc.
So you won't end up hurting yourself (doing for your own good).
To help people when they are in trouble.
We need laws for moral reasons.
To help the people with their governmental and economical problems.
To help this country be a better country.
So people don't take advantage of other people.
If people get in trouble the law can help them.

Scoring guide (continued)

Categories and sample responses are listed below.

111 = STATEMENTS REFERRING TO A SPECIFIC CRIME OR THE PREVENTION OF A SPECIFIC CRIME

Age 13

To stop murders.
To stop robberies and crime.
So ladies won't be prostituts.
To keep order in your city, state and county so people cannot come up and kill you.
To slow up drug uses.
Prevent widespeard abuse of drugs.
To keep people from rioting.
So there won't be counterfeiting.

Age 17

Prevent people from getting kill.
To protect people from other people (murder, etc.).
To stop rape.
To stop hijackers.
To catch robbers.
To prevent smugling expionage, etc.
They are needed to stop the smoking of marijana and drugs.
They are needed to stop the kidnappings.
People would be able to steal without being punish.
To keep people from rioting and looting and destroying property.

112 = SPECIFIC REFERENCES TO CONTROLLING TRAFFIC; PREVENTING ACCIDENTS

Age 13

To keep people from speeding on highway.
So car accidents decrease.
So there is no children getting hit (crossing guards)
People would get run over.
To keep traffic under control.
To stop people from driving cars without a license.
Prevent accidents on the water.
Stop racing on highways.
To maintain order in driving, to eliminate confusion.
Keep drunk drivers off the highways.

Scoring guide (continued)
Categories and sample responses are listed below.

112 = (CONTINUED)

Age 17

To protect you on our highways.
To make traffic flow smoothly.
To hold speed limits down.
To maintain safe roads.
To prevent accidents.
So young people cannot drive cars until they have a lisince to do so.
So traffic will be organized.
To make it safe on roads for drivers and pedestrians.
To keep speed down in cars.
Need traffic laws to keep from having so many crashes with other cars.

113 = GENERAL STATEMENTS REFERRING TO PREVENTING CRIME, PREVENTING PEOPLE FROM COMMITING CRIME, PUNISHING CRIMINALS - NO SPECIFIC CRIME MENTIONED

Age 13

To keep criminals off streets.
For there won't be alot of crime.
To stop violence.
To try to stop people from commiting crines.
If there were no laws we could do bad things everyday.
So people won't do the wrong things.
If they do something wrong, they should be put in jail to learn.
To make people behave in the states.
Make sure criminals are prosecuted and brought to justice.

Age 17

To stop corruption.
To bring to justice those who have committed crimes.
So people will do things right.
To control people from breaking the law.
Stop or control violence.
Laws are needed to punish the person who trespasses upon the rights of others.
Laws help prevent some of the crimes that are committed.
To minimize crime and virtual distruction of the nation.
To act as a preventative measure against further crimes.

Scoring guide (continued)

Categories and sample responses are listed below.

114 = GENERAL STATEMENTS CONCERNING PROTECTING PROPERTY, LIFE, SECURITY

Age 13

To keep people safe.
People would go crazy being afraid.
To protect people from being exploted.
To protect the old, young or the defenseless.
So people can have the right of keeping things they paid for.
Laws make people feel secure.
Without laws no property protection.
To keep people from trespassing on private property.

Age 17

To help people feel more secure.
To prevent danger or threats to any person or persons.
To protect people and the things they own.
They are needed to protect all of mankind.
To make it a safe place to live.
To keep people from hurting themselves and others.
From a psychological standpoint, laws are necessary to make a person feel protected.
To help keep the nation safe.
To make to safe to walk down the street.
To secure protection and safety of people and property.

115 = STATEMENTS REFERRING TO CONSTITUTIONAL RIGHTS LIMITING POWER, INFORMING PEOPLE AS TO WHAT THEY CAN AND CANNOT DO, KEEPING ORDER

Age 13

To keep peace.
Laws are good to teach people kind of responsibility for themselves and others.
Laws help organize and run things.
If we didn't have laws there would be trouble all the time.
We have laws which govern the United States so that people can live a more civilized life.
So people will be treated fair.
To state the rights of a person in certain circumstances.
To maintain justice.
To maintain a democracy.
Prevent confusion about what is right.
To keep checks and balances on men so they won't gain too much power.
Regulate human behavior.
Give everyone a chance to vote.
To help people govern themselves.
To secure our freedoms as citizens.

Scoring guide (continued)
Categories and sample responses are listed below.

115 = (CONTINUED)

Age 17

To prevent society from going into a chaotic state.
To establish some criteria for behavior patterns with our society pertaining to how the average person should or should not act.
Laws are needed to keep life organized.
To maintain everybodies freedom to a limit.
To keep order in this government.
To give people limitations on what they may do.
To establish a set of rules that everyone can follow.
Some authority is needed.
To introduce a semblance of order in society.
To set a standard of right and wrong.

116 = SPECIFIC REFERENCES TO FUNCTIONS OF REGULATORY AGENCIES - F.D.A. F.A.A., ETC., CONSUMER PROTECTION (SEATBELTS, TRUTH IN LENDING, ETC.)

Age 13

To insure proper inspection of certain bussinesses for public safety.
If we didn't have laws against bringing things into this country, germs would be brought in.
To protect consumers rights.
You need laws about medicine so that we know a person is really a Dr.
So you can regulate business.

Age 17

To insure healthy working conditions and substantial pay.
To protect consumers from large businesses.
To regulate business.
To prevent corruption of business like monopolies.
To make sure products are good and prices are honest.
To regulate flow of foreign products.
As rules governing certain business transactions.
To control the use of consumer products, travel, drugs, etc.
To make sure the public gets the best.
To make sure foods and meats are inspected.
To protect people from fraud i.e. medicine, advertising, etc.

Scoring guide (continued)
Categories and sample responses are listed below.

117 = RESPONSES REFERRING TO IMPROVING OR HANDLING WORLD RELATIONS, REDUCING CHANCES OF WAR, HELPING FOREIGN COUNTRIES - ASSUME WAR IN GENERAL IS INTERNATIONAL, PEACE RESPONSES MUST SPECIFY INTERNATIONAL

Age 13

Keep the world in order.
So that the world would be a better place to live in.
To keep the world organized.
If we didn't have laws the hole world would be in total caoss.
If we didn't have laws the world would be a mess.
To keep criminals from hiding in our country after commiting crimes in their own country.
To make the world a safer place.
Laws between other countries to stop invasion and claiming land.
To keep the world civilized.
There have to be laws like who can use certain parts of the sea.

Age 17

Try to maintain peace between different countries.
Because there would be no peace in a lawless world.
So we cannot be taken over by another country.
The world would be in chaos without them.
To keep the world at peace.
Laws are needed for international causes and for the peace of the world.
Laws are needed to prevent caous with other countries.
To regulate trade among ourselves and foreign countries.
To protect us from other countries invasions.

Scoring guide (continued)

Categories and sample responses are listed below.

118 = SPECIFIC STATEMENTS REFERRING TO THE E.P.A. OR TO PROTECTING THE ENVIRONMENT, PREVENTING POLLUTION (AIR, NOISE, AND WATER), CONSERVATION, LITTERING

Age 13

Because we need them so that the world won't be a mess such as people poluting everything.
To protect the environment.
Some laws protect the lives of animals.
Hunting.
Our world will run out of supplies.
To save gas that we have.
Fires won't start that much if everybody went by the law.
Laws are needed to protect wild life from extinction.
Laws to control water and air pollution.
Gun laws - not to shoot too much wild life.
To protect our natural resources.

Age 17

No samples.

Scoring guide (continued)
Categories and sample responses are listed below.

119 = THE PROVISION OF SOCIAL SERVICES--FOOD STAMPS, WELFARE A.D.C., SOCIAL SECURITY, HEALTH CARE (CLINICS), SELECTIVE SERVICE; TO PROVIDE/ENFORCE HEALTH CODES (SEWAGE, WATER)

Age 13

To fight disease.
Because if we didn't no one would go to school and learn anythig.
For if a child want to quite school he can't until he is 16.
So that everyone will get an education.
Help the poor people.
Unsanitary without health laws.
Aid - welfare.
For the draft and the war.
To keep public schools open.
To help poor people with money and other assistance.

Age 17

To provide public services.
To get people the education that may be helpful to them.
Laws are needed to regulate housing.
To protect people from diseases.
So that when time of war the draft drafts men to fight and protect.
To make sure every child receives an education.
To take care of people who can't take of themselves.
For protection against health hazards.
To keep the service supplied with men!
To help people that need help and can't get it because of mental illness.

120 = CONTROL THE VALUE OF MONEY, MAKE MONEY AVAILABLE, STABILIZE THE ECONOMY, TAXING

Age 13

For coust of living would not be so high.
Taxes you got to pay them like school.
For there will be people to pay tax.
To raise money.
Some peqple who have less don't have to pay so much tax.
To protect the economy.
Prices would go up.
People would not work-because no minimum wage.
Laws to keep our currency straightened out.

Scoring guide (continued)
Categories and sample responses are listed below.

120 = (CONTINUED)

Age 17

To control money and keep economics balanced.
As in taxes that the country has enough money to supply the needs that are demanded.
Regulate trade.
To regulate the economy and prices.
Every person should have to pay a certain amount to support the government according to his income.
To secure revune for the government.
Making sure people pay taxes and bills.
To regulate the economy in order to keep it stable and avoid depressions and recessions.
So people can't evade income tax.
Without laws to govern business, our economy would probably fail.

250 = OTHER - NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

To help people's businesses.
To lead a prade.
To increase murders and theifs.
To help people understand more about this world.
Stores would have no set hours.
So we can make new friends.
Some people want to grow up to be lawyers so they want laws to continue.
There must be laws against boys doing stuff to the girls.
More people living in the world now.

Age 17

To enforce specific laws.
To much freedom for man is not good.
The rules of how to play the game of life.
To help stop freaks.
To pay lawyers lots of money to get you out of trouble.
If a person if left handed, he might kill a person riding in a blue cadillac or a red canoe.
To give govn't people something to do!!
Laws are needed so that people can earn a living making them.
So there will be a need for police to enforce them.
To suppress poor people.
To prevent Negros from taking over.

Scoring guide (continued)

Categories and sample responses are listed below.

251 = REFERENCES TO WHAT LAWS ARE NEEDED INSTEAD OF WHY

Age 13

Allow drugs so maybe people will stop.
We should have a law that people should not cary guns.
There should be a law that now one should have a over leaded car.
To make a stronger punishment for murder.
That police don't need a serce werent to look over premess.
To extend terms for prisnors (make punishment harder so they willn't do it again.
In case young people are sent to Veit Nam, the people can say no.

Age 17

They should have a law to legalize marijuana.
They should pass a law to lower the voting age.

252 = SPECIFIC REFERENCES TO SCHOOL, PARENTAL, OR RELIGIOUS RULES/LAWS/RESTRICTIONS

Age 13

Laws are needed to help the kids around the school to not chew gum or fight.
If we didn't have church laws (like going to Mass on Sunday) people wouldn't go and then they wouldn't get to know God.
They need laws in school so the children wont be smoking in school.
Laws are needed so we'll obey our teachers.
Laws are needed in the schools to keep order in the halls and classes.

Age 17

To discipline a class, school, etc.
Church laws to lead people along the pathway to God.
Family laws - to teach children to respect others.
They wouldn't obey by rules of schools and would come to school when they got ready.
To maintain some type of order in scholls etc. So that you are able to learn.

777 = I DON'T KNOW

888 = NO RESPONSE

RELATIONSHIP BETWEEN EDUCATIONAL LEVEL AND AMOUNT OF POLITICAL ACTIVITY

	Very Active	Fairly Active	Fairly Inactive	Very Inactive
College Education	28%	30%	30%	12%
High School Education	9%	17%	40%	34%
Grade School Education	5%	11%	33%	51%

According to the information in the table, which hypothesis would be BEST to choose for further investigation?

- ○ Hypothesis 1: The more education people have, the less politically active they are.
- ○ Hypothesis 2: There is no relationship between level of education and amount of political activity.
- ● Hypothesis 3: The more education people have, the more politically active they are.
- ○ Hypothesis 4: The less education people have, the more politically active they are.
- ○ I don't know.

DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R202013

NAEP #: D-202013-D1D-23

Objective: II. Demonstrates Skills Necessary to Use Information

Subobjective: B. Applies information.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	05-18	05-07
TOTAL TIME: (in seconds)	13	17
	79	51

A. If a person thinks the Governor or President is doing a good job, is it all right for the person to tell other people about it?

- Yes
- No
- I don't know.

B. (If Yes to A) Why? _____

_____

_____

C. (If No to A) Why not? _____

_____

_____

B C

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R202016

NAEP #: 3-202016-13D-2

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: F. Knows rights of individuals in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 03-13

TOTAL TIME: (in seconds) 13
77

1981-82 T0313
1975-76 T0408
1969-70 T1103

TELL ABOUT PRESIDENT
3-202016-13D-2
SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

You can express your opinion.
Yes because people should be able to say what they want to.
Yes they can tell them even if they don't want to listen.
Yes He can express his opinions to other people.
Yes, a democratic nation.

11 = FREEDOM OF SPEECH, A FREE COUNTRY, PEOPLE HAVE THE RIGHT

Age 13

A person has a constitutional right to express his opinion.
Because a person should say what he feels since it's a free country.
If a person thinks he's doing a good job they have a right to say so.
Because in the first amendment it says you have freedom of speech.
Yes thier is no law that there is no freedom of speech.
Yes Constitution says that he can.

12 = SPECIFIC REFERENCES TO INCREASING THE OFFICIAL'S PRESTIGE AND CONFIDENCE, IMPROVE HIS CHANCES OF GETTING REELECTED, AFFIRMING HE IS PLEASING THE PEOPLE

Age 13

Because if he doing a good job people should know about it so they can vote for him.
Yes to let them realize how good they've been doing..
President has the right to know what people think.
Because if more one person thinks he's good maybe they will vote for him.
Yes, I think the people should know what the President is doing. They'll be voting when he runs again.

Scoring guide (continued)
Categories and sample responses are listed below.

13 = REFERENCES TO PEOPLE BEING MORE CONFIDENT IN THEIR OFFICIALS, PEOPLE BEING PROUD/HAPPY, ASSURING PEOPLE HE WAS A GOOD CHOICE, CONVINCING PEOPLE WHO MIGHT THINK HE IS DOING A BAD JOB, MAKING PEOPLE FEEL GOOD ABOUT THE DEMOCRATIC SYSTEM

Age 13

Because everyone has different opinions and telling them may change their mind.
Because they feel so proud of them that they want everybody else to know how good he is.
Because they might get somebody to agree with them if they tell them why.
Because they may influence other people to like him.
So that it will make the people who think he is doing a bad job think that he is doing a good job.
To make other people feel they have someone taking good care of them.

14 = GENERAL REFERENCES TO THE IMPORTANCE OF SPREADING INFORMATION, INFORMING PEOPLE AS TO WHAT IS BEING DONE, PEOPLE OUGHT TO KNOW, NEED TO KNOW, WANT TO KNOW, GOOD TO TELL, DISSCUSS/SHARE/EXCHANGE IDEAS/INFORMATION

Age 13

Because when a person is doing good the people should know about it.
Because outher people shou no.
Because he might see things that other people don't and therefore should point them out.
Because people want to hear other peoples opinion.
It shows people what a good job he is doing. And they learn more.

Yes, its usually good to tell what you feel about a person. If you keep it to yourself people might think you're not thinking.
So they'll know your opinion and they'll tell you theirs.
Yes, for discussion.

Scoring guide (continued)
Categories and sample responses are listed below.

15 = DUTY TO TELL, SHOULD MAKE YOUR FEELINGS PUBLIC, SHOULD EXPRESS YOUR IDEAS

Age 13

Because he should express his opinion.
Yes people should express their feelings.
Yes because you should bring your opinions out. If you think its bad, you should tell that too.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

I think hes doing a good job because I think that way.
Yes, because he is just telling people what he thinks.
Yes it's his opinion.
Because if you know that he is doing a good job.
He might be doing good.

Because he will get inverould and be on TV.

21 = IT JUST IS, IT'S OK, REPEATS THAT IT IS ALRIGHT, DOESN'T DO ANY HARM, NO ONE GETS HURT, DOESN'T MATTER

Age 13

It is alright because it is their feelings about that person.
There is nothing wrong with saying something good about a person.
Because if you think their doing alright, therefore theres no crim of tell or opinion.
Because it couldn't do no harm for people to know.
Yes if they think they're doing a good job it's OK. Thats all.
It doesn't hurt anybody.

22 = NICE THING TO DO, MAKES SPEAKER FEEL GOOD

Age 13

Yes because it's nice.
Yes, it would be compliment.
Yes to do good themselves.
Because it's great for someone to compliment other people rather than put them down.

Scoring guide (continued)
Categories and sample responses are listed below.

23 = RESPONSES WHICH INDICATE UNCERTAINTY CONCERNING OUR FREEDOM OF SPEECH

Age 13

Yes can make comments but no actions.

24 = RESPONSES WHICH INDICATE THE STUDENT THOUGHT THE OFFICIAL WAS DOING THE TELLING OR THAT THE OFFICIAL WAS BEING TOLD

Age 13

No samples.

47 = ANSWERED NO TO PART A

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART C

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

Because its not right for people to tell.
Because he might think he doesn't need to do any better than he's doing now.
No it is only his opinion.
No if you tell other people something might happen.

21 = PEOPLE MIGHT DISAGREE, COULD CAUSE TROUBLE, FIGHTS

Age 13

Because the person you tell might not like him or her.
Because many other people will disagree with you and have a big riot.
Because the person you tell could be against him.
The other person may think he's doing a bad job.
No other people may have different ideas and trouble could start.
No because they might not agree.

22 = SHOULD MIND YOUR OWN BUSINESS, KEEP IT TO YOURSELF

Age 13

Because it's none of their business.
No People should keep their opinions to themselves.
No He should keep his own views.
No Other people don't have to know what the people in the government are doing.

Scoring guide (continued)
Categories and sample responses are listed below.

23 = COULD START RUMORS, BE SPREAD AROUND, CAUSE GOSSIP

Age 13

No If he spreads things around, well I just don't like for people to spread personal opinions.
No Because they might be saying something bad about them, they might be spreading rumors.

24 = TELLER COULD BE WRONG ABOUT WHAT HE IS TELLING

Age 13

No, the person who is tell the other person may be telling something wrong and they will be spreading false truth.

25 = RESPONSES WHICH INDICATE THE STUDENT THOUGHT THE OFFICIAL WAS DOING THE TELLING OR THAT THE OFFICIAL WAS BEING TOLD

Age 13

Because it will be bragging.
Well, I think that would be bragging.
No Might think he is bragging.
He is the president of our country and he should be free to tell others.

47 = ANSWERED YES TO PART A

77 = I DON'T KNOW

88 = NO RESPONSE

In our country we usually feel that people should be able to get together, and make plans, and do things together, about the way they feel toward the laws and the government.

A. Are there any times when you believe that people should not be permitted to get together to make plans or to do things?

- ⬭ Yes
- ⬭ No

B. Will you explain your answer? _____

_____

_____

C. Are there any kinds of people you think should not be permitted to get together to make plans or to do things?

- ⬭ Yes
- ⬭ No

D. Will you explain your answer? _____

_____

_____

B D

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R202018

NAEP #: 3-202018-13D-2

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: F. Knows rights of individuals in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 06-20

TOTAL TIME: (in seconds) 13
113

1981-82 T0620
1975-76 T0422
1969-70 T1205

PUBLIC MEETINGS
3-202018-13D-2
SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

No it is good to plan for things.
No people should get together to make plans because it can mean something.
Yes when they hold closed meeting in Congress.
All people should be able to make plans
No people should show their interest.
No that is why people came to America in the first place.

YES RESPONSES

11 = GENERAL RESPONSES REFERRING TO NATIONAL EMERGENCIES, TIMES OF WAR, CRISIS

Age 13

When people are deciding about wars.
Well if there was a war going on, there maybe a conflict going on when they get together.
When there is a crisis, World War, Congress should make the decisions.

12 = REFERENCES TO PLOTTING CRIMES, DOING SOMETHING WRONG

Age 13

A lot of times they plan to kill or hert.
Because they might want to get a person out of jail or plant a bomb some where.
Because sometimes when thay make plans they do something wrong and then there is war.
Because sometimes they get together and talk about breaking laws.
When planning crime.
When they plan on doing something wrong.
If the people are going to do something destrictive.
Not if the get together to rob or whip somebody.

Scoring guide (continued)

Categories and sample responses are listed below.

13 = SPECIFIC RESPONSE WHICH REFERS TO PLOTTING TREASON, OVERTHROW OF THE GOVERNMENT, ASSASSINATION

Age 13

When they plan to assassinate the president.
People might be plotting against the country.
Might be going to hurt the government in someway.
They might be getting together to overthrow the government.
Because sometimes they plan against the government.
When they try to overthrow the government.
If they are making plans to assassinate president.

14 = SPECIFIC REFERENCES TO PLANNING TO RIOT, USE OF VIOLENCE

Age 13

Because when some people get together and start riots.
They shouldn't be permitted to get together to riot.
When are planning to riot or be violent.

NO RESPONSES

15 = GENERAL RESPONSES CONCERNING HAVING A RIGHT TO - FREE COUNTRY, FREEDOM OF SPEECH

Age 13

Because it is a free country.
Everyone has the right to be free
Freedom of speech.
You have a right to tell them what you think of someone or something.
Because our country would be losing our democracy if they couldn't.

Because we are all suppose free.
Everyone has the legal right to get together.
Undividual's freedom.

Scoring guide (continued)
Categories and sample responses are listed below.

16 = RESPONSES WHICH INDICATE BENEFITS ACCRUED FROM MEETINGS - DISCUSS INFORMATION, LEARN WHAT IS HAPPENING, GENERAL MAKE BETTER DECISIONS, LEADERS COULD MAKE BAD LAWS

Age 13

They might come up with something new.
Because by meeting together you can find out how other people feel.
Because if someone don't agree you need to talk it over.
Because people should try to make the US a better country.
Sometimes people should make plans together to get different opinions.
Because we need laws and they need to get together and see if everyone likes the law.
People need to get together to talk about needs and problems.
Anytime is a good time to get together, especially while the war is going on. Try to stop it.
Better solutions for everyone come from people getting together.

17 = PEOPLE SHOULD MAKE/HELP TO MAKE LAWS; THEREFORE, THEY WILL OBEY THEM, PEOPLE HAVE TO LIVE BY THEM

Age 13

I think that we should be able to change the government because we're the ones that have to live by it.
They need to make laws.
Because we live in a democracy and the people have say so in the representatives and the laws.
It is going to affect them they should have a voce.
If people were not allowed and only one made law - people would keep breaking it.

Scoring guide (continued)
Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

N I like to got together.
Y Sometimes people need to be alone.
Y Sometimes we stik are foot in are mouth.
N They shouldn't git together on holidays.
N I don't think the opinion should be only one group.
Y They might get hurt.
N They might be getting the wrong idea.
Y Maybe people prefer to keep things private and not let other people know about it.
Y The liars, and those that tell everything they know about the plans.
Y Might fighting.

21 = YES, IF PLANNING TO FIGHT LAWS, TO DEMONSTRATE, ETC.

No samples

77 = I DON'T KNOW

88 = NO RESPONSE

SCORING GUIDE: PART D

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13 All people should be able to make plans
No you shouldn't be prejutice against others.
Secret foreign agents.
As long as they keep within the law.
Chronic trouble makers.

11 = YES, PEOPLE PLANNING TREASON, OVERTHROW OF THE GOVERNMENT, CRIMES, SOMETHING WRONG/BAD, RIOTS, VIOLENCE, RIOTERS, CRIMINALS

Age 13
People that are making plans to do bad.
People who are going to rob or kill someone.
People that are in jails or mental institutes.
Drug pushers and people who get in trouble.
Criminals shouldn't while in jail.
Criminals because they might break some laws.
Types determined to do wrong.
Some people get together to cause riots.
People who are trying to overthrow the government.
The people who don't keep the laws.
People that have nothing but violence on their mind.

12 = NO, REFERENCE TO CONSTITUTIONAL RIGHT - ALL PEOPLE ARE EQUAL, IT IS/SHOULD BE THEIR RIGHT

Age 13
In the book earlier you said about freedom of speech.
I think people are equal and could get together.

Everybody should have the right to get together.
The more ideas from different races the better.
Everyone has a right to get together with other people.

Scoring guide (continued)

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

Y They should not.
Y If you have a group of black people and white people together they usually get into fights.
Y People it concerns shouldn't be there.
N The good and honest people might not hurt anyone.
Y The slaves who planned revolts.
Y Drunks shouldn't be able to drive cars.
Y Some people are so dissagreeable and crabby like some parents don't like teenagers.
Y Anyone that wouldn't pick the best for the rest.
Certain types of people should not be permitted to make plans with other people.

21 = GENERAL REFERENCES TO RACE OR ETHNIC GROUPS

Age 13

Y Negroes when they want to riot.
Y Spanish people.
Y Groups of non-whites who get together in gangs and riots.
Y Indians and natives might get together and make war against America.
Y Colored they destroy things more because they can't have their way.

22 = REFERENCES TO RELIGOUS GROUPS

No samples

Scoring guide (continued)

Categories and sample responses are listed below.

23 = GROUPS ASSOCIATED WITH PARTICULAR SOCIAL/POLITICAL OUTLOOKS (COLLEGE STUDENTS, OLD PEOPLE, HIPPIES, MORAL MAJORITY)

Age 13
- Y Because if children see older people doing it, they might.
- Y Hippies should not because they are trouble makers.
- Y Young children shouldn't get together cause they don't know much about.
- Y People from about 12 to about 20.
- Y SDS students and people like the Black Panthers or White Panthers.

24 = GROUPS WHOSE PURPOSE IT IS TO TAKE A STAND ON RACIAL ISSUES - KKK, CORE, NAACP

Age 13
- Y On busing the Klu Klux Kan are a group that I think they would be mean.
- Y KKKlan.
- Y Black Militants and a long time ago people from Germany. They shouldn't have that.

25 = COMMUNISTS

Age 13
- Y The communists if you tell them what our plans the will communist radicals.
- Y Communist
- Y It depends on their state of mind. A communist party member should not be allowed to get together.

26 = ALIENS, FOREIGNERS, PEOPLE WHO ARE NOT CITIZENS

Age 13
- Y Immigrants, we just let then live hear we should not let then tell us what to do!
- Y People who come from countries that don't have a democracy.
- Y Non American citizens.
- Y People that we fight against our enimies, like the Germans in the war.
- Y Ones who are not citizens.
- Y Like the Vietnamese and that.

Scoring guide (continued)

Categories and sample responses are listed below.

27 = MENTALLY ILL, EMOTIONALLY UNSTABLE, MENTALLY RETARDED, ALCOHOLICS

Age 13

Y People who Don't know what they're doing, retarded people.
Y People can be crazy or something.
Y I do not believe crazed fanatics should get together to make plans.
Y Winos and drug addicts shouldn't get together.
Y The mentally unfit should not be permitted.
Y Alcoholic people and people who are mentally ill.

77 = I DON'T KNOW

88 = NO RESPONSE

A. Look at the picture above. This 18 year old girl lives on a farm with her parents. During the day she goes to school.

Should she have the right to vote?

- ▬ Yes
- ⬭ No

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

115

3-203018-72D- 2.3

(Continued)

B. Look at the picture above. This young man works at a store in the same town where he has lived for 23 years. He is not married.

Should he have the right to vote?

- ● Yes
- ○ No

- ○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

3-203018-72D- 2.3

(Continued)

C. Look at the picture above. This woman is **quite old**. She retired ten years ago and has not been working since then.

Should she have the right to vote?

- ● Yes
- ○ No

- ○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R203018

NAEP #: 3-203018-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: F. Knows rights of individuals in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	06-08	04-11
TOTAL TIME: (in seconds)	13	17
	84	83

The people of San Francisco carried on a long debate over the future of the city. One group wanted a law passed saying no building could be more than ten stories high. This, they said, would preserve the beauty of the city's skyline—the shape formed by low buildings hugging the steep hills.

Business groups argued against this plan. They felt skyscrapers were needed to promote the city's growing economy.

What would be the BEST way to resolve the argument?

- ⬭ Build the skyscrapers because business groups know what is best for a city.
- ⬭ Pass a law that would restrict the construction of buildings to ten stories and preserve the beauty of the city.
- ⬭ Continue the debate between the groups.
- ⬬ Place the issue on the ballot as a referendum and let the people of the city decide.
- ⬭ I don't know.

DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R203024

NAEP #: D-203024-D1D-23

Objective: II. Demonstrates Skills Necessary to Use Information

Subobjective: C. Makes decisions and solves problems.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 02-20	17 02-15
TOTAL TIME: (in seconds)	13 62	17 56

Which statement would be the BEST one to prove that a merry-go-round on a school playground can be a dangerous piece of equipment?

- Last year ten thousand children in the U.S. were injured on the merry-go-round.
- The principal at a local elementary school had the merry-go-round removed because she felt that the children might hurt themselves.
- The parents think the teachers should be present when children are riding on the merry-go-round.
- Three students at school were sent to the nurse when they had an accident on the merry-go-round yesterday.
- I don't know.

121

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R204006

NAEP #: D-204006-D1D-12

Objective: II. Demonstrates Skills Necessary to Use Information

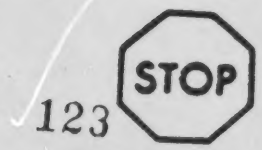
Subobjective: D. Critically evaluates information.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	9 02-29	13 05-06
TOTAL TIME: (in seconds)	9 46	13 46

What would you do if your community made a new law which you thought was very unfair?

123



DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Report #: R206002

NAEP #: 3-206002-13D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States.

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 02-25

TOTAL TIME: (in seconds) 17
67

UNFAIR COMMUNITY LAW
3-206002-13D-3
SCORING GUIDE

Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

Try my best to change it show the community it was unfair, the bad points.
I would try my best to fight I would try my best and stand up for what I thought was right for my community.
Try somehow to get rid of this law.
I would ask that it be repealed.
I'd probably try to change it in some way, if it affected me very much.
Support the people who were against it.
Spread my feelings about it.

111 = PETITION - CIRCULATE OR SIGN

Age 17

I'd get a petetion signed and see how many people disliked it too.
Write up a petition and take it to city hall.
I would find points against it and get a petetion legalized and sent forth to the community counselor.
Get a petition or take my protest to the city counsil.
At my age all I could do is influence parents to get up a petition.
Take around a petition see how people feel.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 17

No samples.

Scoring guide (continued)
Categories and sample responses are listed below.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 17

If I was affected, I would not obey. Get a group together that feel as I do, disobey law together. Seek out person responsible for law and discuss it with him.
Make rallys and protest.
Protest if I thought it was right. You would first talk to someone and if this doesn't work I might protest.
Get a group of people to protest.
Obey but get a group together to protest.
I'd probably demonstrate or picket.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 17

If it was serious enough, I would break it and take it to the court.
Get legal advice on it.
Get together a group to bring the law before a court.
Take it to the judge or lawyers.

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION, WRITE TO THE NEWSPAPERS

Age 17

I'd put a letter in the paper stating my views.
I'd probably write a letter to the editor of the town newspaper.
Write a letter to the local newspaper questioning the new law. Try to have this letter published in the "Mailbag" portion of the paper.
Try to get the newspaper to protest the law.
Speak to the people - newspaper officials, mayor, judges.

Scoring guide (continued)

Categories and sample responses are listed below.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 17

Try changing by voting in politicians with other ideas.
Sekk to have it changed by voting on it.
Tell my parents not to vote for it and try to get some other people not to vote for it.
You could have a recall.
Vote for the person who would do what you want.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 17

I'd get a committee together to see if we could improve it.
It would have to affect me as an individual - then I'd try to get people together to act as a group, but I wouldn't act as an individual - I don't think you'll ever get anywhere that way.
Start an organization to try to get it changed.
I would get up a citizens committee.
Try to organize a group to repeal it.
I would protest by helping form a committee to go to the authorities.

118 = GIVE A GENERAL METHOD OF INFLUENCING (NO PRECEDENCE)

Age 17

Speak out on it if I didn't like it. Because if you don't nothing is going to be done about it and you won't get anything accomplished.
I would speak up and be heard. I would try to prove the law unfair and give a better solution.
I'd probably have something to say about it - express my opinion.
I might write some letters if I really thought it was unfair.
Write a letter stating that I did not like the law.
Go to meetings and discuss about it.

Scoring guide (continued)

Categories and sample responses are listed below.

119 = WRITE TO, SPEAK TO, GET IN TOUCH WITH REPRESENTATIVE, SENATOR, OTHER ELECTED OFFICIAL; INCLUDES GENERAL REFERENCE TO GETTING IN TOUCH WITH SOMEONE HIGHER UP, SOMEONE IN AUTHORITY (ASSUME WRITE TO THEM AND TALK TO THEM IN THIS CATEGORY UNLESS FURTHER EXPLAINED)

Age 17

I'd write a personal letter to the council.
I would talk to one of the community or government officials such as a senator or mayor.
Write the state legislature.
You could write letters to local politicians and also raise a petition if necessary.
They have a town council meeting and I would go to it and try to prove that the law is not needed.
I'd write a letter to whoever was in charge.
I'd write to government officials and give them all the reasons I think it is wrong.
I would talk to the people who made the law.
Write to my congressman after sufficient thought.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 17

Complain to my mother and father and hope they would complain to somebody. I would also talk to my neighbor.
Get people together who didn't like the law and get it changed.
I would take it up with the community about what the purpose of the law is and talk to the people about their opinion.
Try to influence my parents to organize some kind of meeting to voice their views on the subject.
First try to find other people who agreed with me to see if I had a valid point.
If it affected me, I would see if other people felt the same way and try to repudiate the law.

Scoring guide (continued)

Categories and sample responses are listed below.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGABLE, READING UP ON THE SITUATION

Age 17

I'd try and fight it - find out who put the law in.
I would want to know why it was unfair. I would want to know why the law was changed and how it is going to help people in out community.
Find out the facts and if anyone else thinks about the same way.
First I would find out as much as I could about the issue.
I would research it before I would protest it.
See who made the law and why it was done.

122 = INFLUENCE THROUGH TAKING ADVANTAGE OF POLITICAL FRIENDSHIP

Age 17

I'd talk it over with my mother because she works in the court house and she'd come up with some plan of action and since she knows alot of the people who make the laws in our community, I could probably talk to one of them.
I'd go to my father who is president of the Foothill Association and complain.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17

Try to make the law the way I feel it should be.
I would do what anybody else would do and that would be to try to do something about it.
I'd think about it.
I would go along with what the rest of the people.

251 = BRIBE, OFFER MONEY

Age 17

No samples.

252 = REFERENCES TO DISOBEYING THE LAW, RIOTING, USING VIOLENCE

Age 17

Go against it.
I would probably disregard it.

Scoring guide (continued)
Categories and sample responses are listed below.

253 = DON'T DO ANYTHING; NOTHING; OBEY IT

Age 17

I've elected the officials believing they will choose what is right for me. I would just follow.
I guess I would have to live with it because look at the speed limit. I don't like that law. But it's doing something for us.
Would depend on what laws it was. Would obey the law.
I would go along with it.
Try to live with it.

254 = INDICATED NOTHING CAN BE DONE

Age 17

I coudn't do anything. I might say it was unfair but I couldn't do anything about it.
Nothing you could do.
There would be nothing you could do. You cannot change a law.
Nothing - wouldn't be much I could do.
I'm not old enough to change it.

255 = MOVE, LEAVE THE COMMUNITY

Age 17

I'd leave the community.
I'd move to Canada.
Move out of town if he was of age.
Move to another town.

777 = I DON'T KNOW

888 = NO RESPONSE

What is the political party of the President of the United States?

_____

STOP

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Report #: R300005

NAEP #: 3-300005-13D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States.

Subobjective: D. Understands the electoral processes in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	03-07	03-07
TOTAL TIME: (in seconds)	13	17
	18	27

1981-82 T0307 S0307
1975-76 T0302 S0302
1969-70 T0717 S0818

PRESIDENT'S PARTY
3-300005-13D-23
SCORING GUIDE

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

No samples.

Age 17

No samples.

11 = REPUBLICAN, GOP, ELEPHANT

Age 13

Republican.
Rupblin.
Republiclicte.
Rebulick.

Age 17

Mr. Ford is a repblican.
Republican at present time.
A democratic American party called the Republican Party.
republican (GOP).
He is a Republican.
Republican Party.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

The watergate.
Represident.
To keep peace.
Government.
To make sure there is peace.
Republican - Democrat.
When the president and congress get to gether.
The presidential party.
Stop the Vietnam War.
He wants our money.
Nixon, Humphry, Wallace.

Scoring guide (continued)
Categories and sample responses are listed below.

20 = (CONTINUED)

Age 17

Republican-Democrat.
A group appointed or elected to work with the President for the country government.
The head of our country.
The electing party.
Parlament.
War.
The political party is the party of politics for US.
They take care of politics.

21 = DEMOCRAT, DONKEY, MULE

Age 13

Groups of Democrats.
Democrate.
Democracy.
The mule.
I'm almost positive its Democracy.

Age 17

Democracy.
Democratic.

22 = ANY OTHER LEGITIMATE PARTY

Age 13

Communist.

Age 17

Communist.

23 = ANY NAME OF A PRESIDENT

Age 13

Nixon.
President Ford.
Ford.
Nixon and Agnew.
George Washington.

Age 17

Nixon.

Scoring guide (continued)

Categories and sample responses are listed below.

24 = GAVE ANOTHER BRANCH OR DEPARTMENT OF THE GOVERNMENT - CONGRESS, SENATE

Age 13

Congress.
Dept. of Interior.
Health, Education & Welfare.
Executive.
His cabinet.
Army.
His cabinet.
Executive.

Age 17

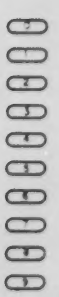
The cabinet.
Congress.
The legislative offices.
Executive branch.
Representitive.
Legislative.
The political is the Senate.
House of Representatives.

77 = I DON'T KNOW

88 = NO RESPONSE

Which is the BEST example of a difference in a value judgement?

- ⬭ Miguel says teenage drinking is on the increase. Janet says adult drinking is also increasing.
- ⬭ Carol says most experts predict that our supply of oil will run out in one hundred years. Michelle says some scientists predict that we will not run out of oil in one hundred years.
- ⬭ Tomas finds Algebra easier to learn than English composition. Bill finds English easier to learn than Algebra.
- ⬬ Val says that using marijuana should be legal in all states. Randy says that using marijuana should not be legal in all states.
- ⬭ I don't know.



DO NOT CONTINUE UNTIL TOLD TO DO SO.

136

D-3o1014-D1D-2.3

Report #: R301014

NAEP #: D-301014-D1D-23

Objective: III. Demonstrates an Understanding of Individual Development and the Skills Necessary to Communicate with Others

Subobjective: A. Examines individual beliefs, values and behaviors.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	02-22	04-17
TOTAL TIME: (in seconds)	13	17
	58	50

The term of a United States Senator is six years. But one-third of the Senate is up for reelection every two years. What advantage is there in this, rather than having all of the Senators up for reelection at the same time every six years?

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R302001

NAEP #: 3-302001-13D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: B. Understands the organization and operation of the governments in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 04-19

TOTAL TIME: (in seconds) 17
91

1981-82 S0419
1975-76 S0405
1969-70 S1312

ELECTION OF SENATORS
3-302001-13D-3
SCORING GUIDE

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

So the same party won't have a strong control for 6 years at a time.

With every two years you always have new ones coming in. The same party doesn't necessarily have control for 6 years at a time.

Because if they were all up every six years and one party would be in the majority they would rule the Senate for 6 years and it wouldn't be fair to the minority group.

11 = OLD SENATORS CAN PASS ON KNOWLEDGE OF PRECEDING SESSIONS, TEACH THE ROPES TO THE NEW GUYS

Age 17

Some will have enough experience to teach the newcomers.

The advantage to this is so that the old Senator can be there to help the new Senator with legislature and go over some of the material that is on the table.

It keeps someone in office at all times with some experience. The old senators can tell the newly elected senators what's going on.

There will always be vetran Senators who have experience to help "break in" new, less experienced Senators.

If they were all up for re-election every six years and a majority didn't get re-elected there would be so many new ones without the experience of the old ones - that they wouldn't know what to do on the committees that are formed allready - some can stay on the committee - when elected every two years - tell the new ones what the committee is for - that way they won't be in the dark and not know what to do.

The longer you're there the more experienced you are so the 2/3 can help the 1/3.

The members who have been in longer know what has to be done and they can help the new ones to learn.

Scoring guide (continued)
Categories and sample responses are listed below.

12 = WOULD BE SOME SENATORS WORKING WHILE OTHERS ARE OUT CAMPAIGNING, COUNTRY WOULDN'T STOP RUNNING DURING ELECTION TIME

Age 17

The advantage in a staggered election is that 2/3 of the senate will still be in office at the time of an election, and this 2/3 will not be out campaigning and neglecting their duties.
If all of the senators were up for relection all the time, there would be no leadership to take the place of the senators for the period of their absence.
If every senator was up for relection at the same time the goverment couldn't function properly. For the senators would be out campaingning instead of doing their job.
Distributes costs of election more evenly, keeps 2/3 of the senate concentrating on their job rather than on their re-election campaign.
If all the senators were elected at one time, who would be advising the President and making and passing the laws for our country.
If a bill needed to be passed during an election there would still be some Senators there to do it - they wouldn't be out campaigning.
When you campaign it takes time. If all the senators campaigned at one time they'd be wasting valuable time and money. The efficiency of running the capital would be slowed almost to a halt during that time.
Well, the Senate, while campaigning all would neglect their offices. The ones that are not campaigning will be there to take care of what's going on.

13 = BRING IN NEW IDEAS AT REGULAR INTERVALS, MAKES THE SENATE MORE RESPONSIVE TO THE PEOPLE, BETTER REFLECTION OF NATIONAL SENTIMENT

Age 17

As the US experiences certain events, it is necessary to get "new blood" into the system periodically, so as to best be able to face the occurences.
The advantages are that periodically you get new people in with fresh ideas.
The senators and new ideas would come in every two years instead of every 6.
Public opinion is always changing one year it may be liberal, another conservative. So rather than have a whole senate elected when public opinion is one or the other way, it is more representative of the public as a whole.

Scoring guide (continued)

Categories and sample responses are listed below.

13 = (CONTINUED)

If the country feels the Senators aren't doing a good job, instead of waiting 6 years to get who they feel can do the job in office, they only have to wait two. Makes Senators more aware of country's needs.
New ideas are brought into the senate while there still older Senators there. Avoid chaos around voting time, everyone campaigning. Older senators help new senators and get them into the swing of it.

14 = TO PREVENT A SUDDEN/DRASTIC CHANGE IN THE VIEWPOINTS/IDEOLOGY OF THE SENATE, PREVENT A COMPLETE TURN OVER, PROVIDES CONTINUITY FOR THE DIRECTION OF THE COUNTRY AND ITS PROGRAMS

Age 17

There are always some experienced Senators. We will always have someone there who knows what he is doing.
This way there will always be senators in office who will be experienced and know what's going on.
So there's someone in there all the time with experience.
It gives the Senate more stability and continuity. This assures that at least 2/3 of the Senators will have had at least some prior experience at each new session.
You don't get into a situation where most Senators have just intered and are freshmen.
People get a chance to keep voicing their opinion this way and its not a complete turnover and they don't have to start from scratch, the can keep operating. Senior senators can keep the Junior Senators informed.
So you don't have a drastic change all at once. You don't have all new people coming in all at once to run the government. The older people can help never ones.
If all were up every 6 years, there would be at the end of each 6 years a great rush of senators seeking re-election pushing through various pieces of legislation to impress constituents. In addition, the President and other branches of federal authority would be faced with great numbers of entirely new senators every 6 years.

Scoring guide (continued)
Categories and sample responses are listed below

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17

There would not be no one in the Senate.
Al get together at a certain time.
Well I think they should have reelection every two years and advantage every six year.
So we won't have to wait 6 years to get someone out of office if he's doing a bad job.
More people can get in what they want to say, instead of waiting for six years.
The Senate could always carry on its functions.
Better balance between democrats and republicans.
I don't see any big advantage in it.

21 = MENTIONS A BENEFIT OF ELECTION/REELECTIONS IN GENERAL WITHOUT INDICATING BENEFIT OF VOTING EVERY 2 YEARS

Age 17

Each member has a chance to run, has a chance to let people know what is up or down in the city.
To let all of the others who are running for the Senate have a chance or let the people change who they want.
To put good men in office and replace those who don't do as well.
Gives a chance for new and younger people to get in with better ideas or ways to solve todays problems.
If they goof the people could elect someone else. If the people feel he hasn't fulfilled his campaign speech, they could pick somebody better.
So there will be different Senators in there with fresh ideas.
Maybe to see if he improves - if people don't like what he is doing they can re-elect another Senator. If he does a good job, he stays.

Scoring guide (continued)

Categories and sample responses are listed below.

22 = WOULD BE TOO CONFUSING DURING ELECTION TIME, TOO MANY PEOPLE RUNNING, PEOPLE WOULDN'T KNOW WHO TO VOTE FOR, PEOPLE RUNNING WOULD HAVE A BETTER CHANCE OF GETTING ELECTED

Age 17

Not all of the senators will be running over each other campaigning. If all the seats were up for grab the alocholic market would run out of bues.

There would be a great deal of confusion if everyone were re elected at once, and also you can elect people you will get the ideas passed that you want. You could get people with the same ideas together.

It gives them more of a chance be being elected. It would be less confusion also.

Because there are several senators and it would be too much trouble to have an elections for everyone at the same time.

There are so many senators - it would just be too many to vote for at one time.

To avoid a lot of confusion. A mass number of elections could cause chaos among the people.

It would be a mess. Now we have approximately 30 new senators every two years. It's easier to elect 30 new senators, not as complicated as electing 100 senators.

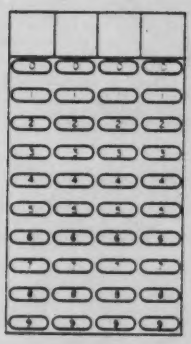
To have a shorter ballot.

77 = I DON'T KNOW

88 = NO RESPONSE

How do we choose the President of the United States?

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.



Report #: R302002

NAEP #: 3-302002-13D-2

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: D. Understands the electoral processes in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 02-14

TOTAL TIME: (in seconds) 13
29

1981-82 T0214
1975-76 T0410
1969-70 T0516

HOW TO CHOOSE PRESIDENT
3-302002-13D-2

SCORING GUIDE

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

By taking a poll from the people and choosing the best one.
The people decide.

11 = POPULAR ELECTIONS - GENERAL REFERENCES TO PEOPLE VOTING, EVERY FOUR YEARS WE HOLD AN ELECTION, STAND IN A BOOTH AND PULL LEVERS, MARK PIECES OF PAPER, HE IS ELECTED

Age 13

By an election. All the people vote him in.
By voting for a democratic or republic candidate.
Go to a booth and put who you want for president.
We let the whole U.S. vote if your over 18.
The person with the most votes wins.
Voting. We bring them up step by step.
Everyone that has lived in the U.S. a certain amount of time and meets other requirements votes for the man they choose.
Secret ballot, where nobody could know who you voted for.
By electing him in an electing machine.
The President of the USA is chosen by nationwide elections.
Each person 21 or over can vote.
By voting for the canidate of our choice.

12 = ELECTORAL COLLEGE - SPECIFIC RESPONSES

Age 13

We have an election every 4 years. Unfortunately a person can win the presidency without actually having more individual votes.
By the electoral college a person gets the most electoral votes.
Electors elect the president.
You see which canidate has more electoral votes.
We have an electorial college. So many electors from each state.
By the number of Electoral votes from each state.
We choose a President by the votes of the electoral college.
We choose him by a majority of electoral votes.

Scoring guide (continued)

Categories and sample responses are listed below.

13 = SPECIFIC REFERENCES TO OR EXPLANATIONS OF PRIMARIES OR CONVENTIONS

Age 13

We nominate them at conventions and
A person qualified is nominated and runs against.

14 = CAMPAIGNS - CANDIDATES SPEAK, DEBATE, ADVERTISE, SHAKE HANDS, MEET PEOPLE, LEARN ABOUT CANDIDATE'S IDEAS, QUALITIES, PLATFORMS; REFERENCES TO THE VOTER DECIDING WHO CAN DO THE BEST JOB

Age 13

By what he says he will do for the country and the way he will run it.
By what he says he will do or whether you think he is going to do a good job.
If we think he does a good job and can be trusted.
By the way he acts and what he does to help our country.
People choose by how they think the president will do.
If he is a trustful man.
We choose the president by what he says and how honest he is.
He should have good possibilities for future progress and be independent.
He should know what he's talking about and put his country before himself.
By his education and ability to lead the country.
By whome the people think would be capable and one whome can handle such a big job.

15 = REFERENCE TO THE PROCESS BY WHICH GERALD FORD BECAME PRESIDENT OR TO WHAT HAPPENS IN CASE OF THE DEATH OF A PRESIDENT (APPROVAL BY CONGRESS, V.P. BECOMES PRESIDENT IF SOMETHING HAPPENS TO THE PRESIDENT)

No samples

Scoring guide (continued)

ategories and sample responses are listed below.

16 = SEQUENCE OF EVENTS - STUDENT WHO GIVES TWO OR MORE DIFFERENT STEPS LEADING TOWARD A PRESIDENT BEING NAMED

Age 13

First by nominating one from each party then by elections in every state, city and county.
First he is nominated, then he runs in a campaign, then he is voted on and elected by everyone over 18.
We vote on it, and then the electoral college chooses them.
He has a campaign and then all the people who like him vote for him.
Look up his background and see how good he is and then vote.
Through elections. The one who gets the most popular votes gets the electors of the state which he has one.
The candidates go around and campain. Then when voting time comes people over 21 vote for who they think is best.
A party must first nominate him. Then he campains and then there is an election.
First the democrat and republican party choose a candidate then the people vote.
We choose a President by having primary elections first. The candidates that win in the primarys go into the presidential election. The man that gets more popular votes and wins in the electoral college the new president.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

We elect senators and they vote for the President.

When one is out of the term the person next to him comes up.
Democratic.
By the people's choice.

The whole World decides, the majorate wins, between 2 or three people.
We choose the president of the US by the people of New York.
Well I think he has to be 25 years old and live in the States.
The president of the United States his name is Nixon.
We choose between the governors.

77 = I DON'T KNOW

88 = NO RESPONSE

A. Is the President of the United States usually elected or appointed to office?

- [x] Elected
- [ ] Appointed

- [ ] I don't know.

B. Is the Secretary of Defense of the United States usually elected or appointed to office?

- [ ] Elected
- [x] Appointed

- [ ] I don't know.

C. Are state governors usually elected or appointed to office?

- [x] Elected
- [ ] Appointed

- [ ] I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

(Continued)

D. Is the Chief Justice of the United States Supreme Court usually elected or appointed to office?

- ⬭ Elected
- ⬬ Appointed
- ⬭ I don't know.

E. Are United States senators usually elected or appointed to office?

- ⬬ Elected
- ⬭ Appointed
- ⬭ I don t know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R302013

NAEP #: 3-302013-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: D. Understands the electoral processes in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 02-18	17 / 06-20
TOTAL TIME: (in seconds)	13 / 112	17 / 83

In what ways does the President of the United States influence the making of laws?

1. _____

_____

_____

2. _____

_____

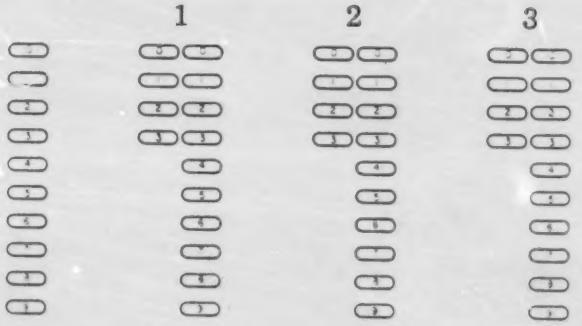
_____

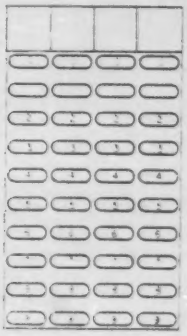
3. _____

_____

_____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.





153

Report #: R302022

NAEP #: 3-302022-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: C. Understands political decision making in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 06-27	17 / 02-14
TOTAL TIME: (in seconds)	13 / 124	17 / 94

154

HOW PRESIDENT INFLUENCES LAWS

3-302022-72D-23

SCORING GUIDE

These categories were used to score parts A1, A2 and A3. Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

Tough personal appearances.
He dicides if the laws are good.
He knows what is happening in the country so he should know what laws are needed.
He asks other people about them.

Age 17

He can write up bills.
Read the bill that is made up.
His job is to better the country so he decides what laws would be best for the country as a whole.
He writes some of the bills.
He can decide if it is good.

11 = LOBBIES; MEETS WITH CONGRESSMEN; INFLUENCES/ADVISES LEGISLATORS, SENATE, HOUSE; PRESSURES CONGRESSMEN

Age 13

He can suggest things to the Congress and Senate and have them discuss and vote on it.
He can ask Congress to pass some laws that he thinks would be good.

Age 17

Talking to the committees on the passing of a certain law.
The ideas he brings up and discusses with Congress.
Tells Congress to pass laws he likes and tries to get support for his laws.
He can influence people in congress to make laws.

Scoring guide (continued)
Categories and sample responses are listed below.

12 = PROPOSES/PRESENTS LAWS/LEGISLATION TO CONGRESS, HOUSE, SENATE; HELPS BRING A LAW BEFORE CONGRESS; PROPOSES LEGISLATION; DRAFTS GUIDELINES/OUTLINES

Age 13

He can inatroduce them to Congress.
He can bring it up in fornt of Congress.

Age 17

He can propose laws to be passed.
The president is able to submit bills to Congress.
He proposed bills to the Senate.
He can propose bills and laws, but Congress doesn't have to pass them.

13 = SIGNS LAWS, DOES NOT VETO, VETOES

Age 13

He throws out the laws that are not good.
He votes the way he thinks would be best for the country.
Before any law can pass the president must either except it or veto it.
He can decide to veto it after congress give it to him.
Or he can let it sit for 10 days.

Age 17

He can send a bill back to Congress.
He can leave the bill on his desk for so many days and it becomes a law.
He has the power to veto laws making it necessary to have a 2/3 agreement in Congress.
He can veto or pass a law from Congress.
If he doesn't feel it's good for the citizen he'll veto the law.

14 = REFERENCES TO POWER IN PARTY, HAVING ALLEGIANCE OF PARTY MEMBERS

Age 13

No samples.

Age 17

He can gain support from his political party which he is most likely head of.
Being he's republican all the republicans will jump on the band wagon and vote for what he votes because of fear of losing out in the next election and losing status in that particular party.
He can influence party members and try to make them see his point of view.

Scoring guide (continued

Categories and sample responses are listed below.

15 = REFERENCES TO ABILITY TO INFLUENCE PUBLIC OPINION, USING THE MEDIA

Age 13

He can talk to people of America and persuade to put pressure to pass or not.
He can argue about the law over TV and win.
He talks to reporters who print what he has to say in the newspapers.
Makes speeches all over the US.
By bringing it up in a press conference.

Age 17

He can tell the people he supports the law and the people will tell the Senators and people of the house.
Telling the people what he feels is right for them.
Gives speeches and resons for the law.
Tells people what it's about.
By making public speeches to get people on his side.
He may bring it up at a Election that a law should be made.
TV appearances to support a law.

16 = GENERAL REFERENCES TO HIS POWER OF APPOINTMENT, ESTABLISHES COMMITTEES, GROUPS TO STUDY A PROBLEM

Age 13

Talking with his cabinet.

Age 17

Supreme Court appointments
He can have special committees set up to look into matters.
He can choose his own men thus, they might think pretty much the same as he does.
He appoints supreme court justices who decide the constitutionality of a law.
He can influence the interpretation of new laws by appointment of Federal officers.

17 = GIVES OPINION, HIS IDEAS: VOICES APPROVAL OF A LAW (ENDORSES); MAKES SUGGESTIONS, RECOMMENDATIONS.

Age 13

He is in charge so they kind of do what he suggests.
He brings up laws that he thinks will help us.
He voices his opinions.

Age 17

Supports some bills and not others.

Scoring guide (continued
Categories and sample responses are listed below.

20 = VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

By making everything equal with all the nationalities.
Give women equal rights too.
He can order the people to obey that law.
Pollution.
The president makes influence by hiring the taxes.
First the people of the US bring up the law.
He robs from the poor and gives to the rich.
By using the FBI.

Age 17

Tries to obey them.
He sets a good example.
Tries to help the country.
When things go to high.
When the people want to try something different.
He can make a trade agreement which must be ratified by Congress then making a law.

21 = HE MAKES/WRITES THE LAWS

Age 13

He is the one who makes them up.
Making laws that people would go by.
By writing laws about certain things like in the country.
He tries to make laws everyone can follow.

Age 17

He has extreme political power which can be abused to make laws on his own.
He can make up new laws.
The president is elected by the people to run country so he has the ability to make laws.
By making his own laws.

Scoring guide (continued)
Categories and sample responses are listed below.

22 = HE PASSES THE LAWS, HE ADOPTS THE LAW

Age 13

He can pass them.

He can pass a law that he likes.
He is the only one that can pass them.

Age 17

He can pass a bill if he likes it.
They have to be passed by him.
He passes laws by Congress.

23 = CAN'T DO, NO WAY

Age 13

No samples.

Age 17

No samples.

77 = I DON'T KNOW

88 = NO RESPONSE

A. Would it be better if we had only one candidate for each office like President, senator, or mayor?

- ⬭ Yes
- ⬬ No
- ⬭ I don't know.

B. Can the Communist Party nominate a candidate for President of the United States?

- ⬬ Yes
- ⬭ No
- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R305003

NAEP #: 3-305003-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: D. Understands the electoral processes in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 03-15	17 / 05-04
TOTAL TIME: (in seconds)	13 / 31	17 / 36

Your teacher wants your class to make some plans for a school festival. She tells the class to divide into small groups to begin discussing the festival plans. Which of the actions on this and the next page would help a small group work well together on these plans and which would not? Fill in only one oval for each part.

		Would help the group	Would NOT help the group	I don't know.
A.	Each person in the group would be able to give his or her ideas.	●	○	○
B.	One person would be the leader all the time.	○	●	○
C.	We would listen to each other's ideas.	●	○	○
D.	We would make fun of another person in the group.	○	●	○
E.	We would stick to the subject being discussed.	●	○	○
F.	We would ask the teacher what to do.	○	●	○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

(Continued)

		Would help the group	Would NOT help the group	I don't know.
G.	We would ask questions when an idea was not clear.	●	○	○
H.	Some members of the group would interrupt others.	○	●	○
I.	Everyone would talk at the same time.	○	●	○
J.	There would be someone in the group who would be afraid to say what he or she thinks.	○	●	○
K.	Everyone in the group would do his or her share of the work.	●	○	○
L.	Someone in the group would not pay attention.	○	●	○
M.	We would be able to reach a decision about what the group wants.	●	○	○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R305006

NAEP #: D-305006-D1D-123

Objective: III. Demonstrates an Understanding of Individual Development and the Skills Necessary to Communicate With Others

Subobjective: E. Interacts in groups in various capacities.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	9 / 03-31	13 / 06-12	17 / 05-17
TOTAL TIME: (in seconds)	9 / 171	13 / 140	17 / 153

A United States senator has announced that he will vote against a bill to build a dam in his state. Many farmers in his state want the bill passed since the water from the dam will help them grow more crops and thus earn more money. They feel that the senator should vote for the bill. What can the farmers do to get the senator to vote the way they want him to?

1. _____

_____

_____

2. _____

_____

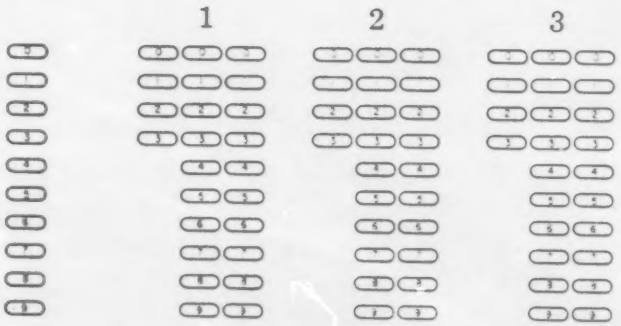
_____

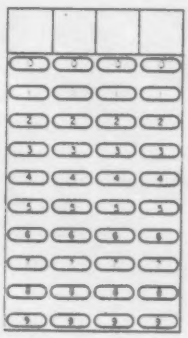
3. _____

_____

_____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.





Report #: R306011

NAEP #: 3-306011-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: C. Understands political decision making in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	06-22	03-26
TOTAL TIME: (in seconds)	13	17
	171	141

INFLUENCING SENATOR'S VOTE

3-306011-72D-23

SCORING GUIDE

These categories were used to score parts A1, A2 and A3. Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

Tell your side of the subject.
Explain how it is going to help there crops.
Debate about it.
Try and make see how important it is to them.

Age 17

Publicize the issue.
They could try to fight against his decision.
Hold political meetings to rally support.
Give the senator a bad name if he doesn't.
Explain why they want the bill passed.

111 = PETITION - CIRCULATE OR SIGN

Age 13

Get paper signed by all of the people.
Make a petition telling the senator to vote for the bill.

Age 17

Petition the senator.
Submit a written petition of their wishes to the Senator's office.
Start a petition of many of those in favor of the bill.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 13

Put up signs telling.

Age 17

Put signs up.
Well they can make signs such as posters telling the senate that the bill is good for the job.
Send out fliers telling of their reasons to have the dam built.

Scoring guide (continued)
Categories and sample responses are listed below.

113 = DEMONSTRATE, PROTEST, ABSTAIN FROM SELLING CROPS, PICKET, CIVIL DISOBEDIENCE (ORGANIZED GROUP ACTIVITIES)

Age 13

Raise their price.
Stop, slow down on there crops til he past the bill.
Get people who want the dam and picket with signs.
Make piket lines in front of his office.

Age 17

Picket the senator's office.
They could hold a rally in which he was invited so he could hear their points of view.
Form a rally to show him what they want.
They could refuse to grow crops unless does pass the bill.

Organize and protest.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13

Sue him.
They might go to court about it.
Go to court.

Age 17

Take the case to court.
The farmer can try to speak to a lawyer about it to see what could be done.
Take the bill to a higher court.
Get advise on what to do from a legal standpoint.

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION, WRITE TO THE NEWSPAPER

Age 13

Ask to have a public debate between a farmer and a senator on tv.

Age 17

They should have their views broadcasted over a network television station.
Have a news conference that publicizes the problem making more people aware of it.
Make their feeling public in the newspaper.
Have their opinions aired on local radio stations.
Go on radio and TV and talk about how bad you need the dam.

Scoring guide (continued)
Categories and sample responses are listed below.

116 = USE THE ELECTION PROCESS OR THREATEN TO USE THE ELECTION PROCESS, VOTE AGAINST HIM, RECALL (KICK HIM OUT), CAMPAIGN, RUN FOR OFFICE

Age 13
Not elect him any more.
Vote for the water to be given to the farmers.
Let him know about whether or not they will vote for him next time.

Age 17
Elect a new senator.
Vote against him in the next election.
Use recall and reforandum.
The farmers can tell the senator if he doesn't vote the way want him to they won't elect him again.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 13
Form a committee to have the bill passed.

Age 17
Get a lobbyist to tell him what you want.
Lobby publically for the bill so that others will encourage the senator.
Send lobbist to Washington.
Form a citizens group to promote the bill.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 13 Debate about it.
Have a discussion.
Make a model of the dam to show how it would work.
Write a letter telling how the feel on the matter and why.

Age 17
Write letters showing their concern.
Write letters voicing their opinions.
Public outcry; letters.
Publicize the issue.

Scoring guide (continued)
Categories and sample responses are listed below.

119 = TALK, WRITE, OR GO TO THE SENATOR OR TO ANOTHER ELECTED OFFICIAL; GO TO SOMEONE HIGHER UP, SOMEONE IN A POSITION OF AUTHORITY

Age 13

Have him come and see how they need the water to grow more crops and get more money.
Tell him all the good points of the dam.
Ask for his vote.
Tell him the reasons for building the dam.
They could ask them to have a meeting about it.
Go to his office and talk to him about the matter.

Age 17

Write letters to him requesting he vote for the dam.
Visit the senator and talk.
Talk to the govnor.
Talk to other officials.
Send him a letter stating the problem.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 13

Talk to other people about it.

Age 17

Get a community group to voice their opinion.
Get a list of those interested in project.
Get other people to support your bill so you are stronger.
Appeal to the other people in the community to back them up.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGABLE, READING UP ON THE SITUATION

Age 13

Find out his side of the story because the senator might be right.
Get statistics that will show that the economy could be bettered by this dam.
Go and staty about dam.

Age 17

Get facts from agriculture research to show that it would do good.
Research the pro vs. con issue at the building of the dam and send the results to the senate, stating the advantages of building a dam.
They can find out his reasons why he didn't want it.

Scoring guide (continued)
Categories and sample responses are listed below.

122 = USE INFLUENCE, FRIENDSHIP

Age 13

No samples.

Age 17

No samples.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLE RESPONSES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

They should not pay the bill.
Help them raise more crops.
Would be more electricity for the communities.
It would be better for the river or whatever to slow it down more.
Accuse him of something.
To let him vote his own way.

Age 17

Build the dam anyway.
Fire him.
Do it theirselves.
The farmers would need the dam for crops and money.
If the senator wanted to help this state he should want this.

251 = BRIBE/OFFER MONEY

Age 13

Give him money.
They could give him some of there crop.
Try to compromise by giving the senator a little more of the extra money.
Bribe him like nixon used to do.

Age 17

Buy him a Cadillac if nothing else works.
Bribe him.
Pay money.

Scoring guide (continued)

Categories and sample responses are listed below.

252 = REFERENCES TO DISOBEYING THE LAW, RIOTING, USING VIOLENCE

Age 13

Shoot him with a 22 between the eyes.
They could take his wife from him.
Make a wire tap on his phone, blackmail him.

Age 17

Drag the Senator from the farm house and have all the farmers beat the ---- out of him.

253 = USE OF INTIMIDATION

Age 13

Threaten him.

Age 17

Make a wire tap on his phone, blackmail him.
Blackmail the senator.
Threaten him.

254 = ANSWERS WHICH INDICATE THERE IS NOTHING THAT CAN BE DONE

Age 13

No samples.

Age 17

No samples.

255 = DON'T DO ANYTHING

Age 13

Just forget about the whole thing.

Age 17

No samples.

256 = CHANGE JOBS, QUIT FARMING

Age 13

No samples.

Age 17

Stop farming.

777 = I DON'T KNOW

888 = NO RESPONSE

Linda wants to make friends with a new girl in her class, but the new girl speaks French and knows very little English.

What should Linda do?

- ⬭ Talk to the new girl only in English and hope she understands.
- ⬭ Learn French before trying to make friends with the new girl.
- ⬬ Sit with the new girl at lunch and try to learn a few words of French.
- ⬭ Tell the other children in her class that she likes the new girl.

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R306013

NAEP #: D-306013-D1D-1

Objective: III. Demonstrates an Understanding of Individual Development and the Skills Necessary to Communicate with Others

Subobjective: F. Has effective relations with people having different cultural perspectives.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 9
Package-Exercise: 01-30

TOTAL TIME: (in seconds) 9
40

A. Do you think you can have any influence on decisions of the national government?

- Yes
- No

B. (If Yes to A) How? _____

_____

_____

C. (If No to A) Why not? _____

_____

_____

Y N

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R401002

NAEP #: 3-401002-13D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 05-08

TOTAL TIME: (in seconds) 17
77

1981-82 S0508
1975-76 S0409
1969-70 S1405

INFLUENCE GOVERNMENT DECISIONS
3-401002-13D-3
SCORING GUIDE: PART B

Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
If I become an active part of the political scene.
In a poll I could voice my choice.

111 = PETITION - CIRCULATE OR SIGN

Age 17

Send petitions to my Congressman.
Petition with other people who feel the same as I do.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 17
No samples

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 17
By making a peaceful demonstration with a group that also shares your beliefs.
Start a picket line.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 17
No samples.

Scoring guide (continued)
Categories and sample responses are listed below.

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION; WRITE TO THE NEWSPAPERS

Age 17

If you believe something enough there are ways, like newspaper, radio and TV to state your opinions.
Voice my opinion through letters to the newspaper.
Offer your suggestions thru "Open Line" TV show and write a letter.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 17

Any person can become a voice in politics. Also when electing you have a choice.
If you vote you are making an influence on everyone in the country. It may be your vote makes something pass.
By voting for responsible leaders.
Every free citizen has a right to vote, get involved, and the freedom to do something about government.
What we do in school now is preparing us to vote later and elect good officials.
I would like to be a senator or representative someday.
Campaign for a candidate I feel strongly for - youth groups can help give out buttons, etc. Also applies at state level.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 17

Not by myself but if a group of people formed together as lobbiests, or by forming a party.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING (NO PRECEDENCE)

Age 17

Speak out.
By talking and showing my point of view.

Scoring guide (continued)
Categories and sample responses are listed below.

119 = WRITE TO, SPEAK TO, GET IN TOUCH WITH REPRESENTATIVE, SENATOR, OTHER ELECTED OFFICIAL; INCLUDES GENERAL REFERENCE TO GETTING IN TOUCH WITH SOMEONE HIGHER UP, SOMEONE IN AUTHORITY (ASSUME WRITE TO THEM AND TALK TO THEM IN THIS CATEGORY UNLESS FURTHER EXPLAINED)

Age 17

Talk to your congressman.
You can write your senator and tell him how you feel about a certain proposal.
Write my Congressman.
By writing to your Congressman or your state senator.
Write letters to the President.
By writing to your representatives in government.
Talk and write to officials.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 17

Talk to my parents and get their opinions.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGABLE, READING UP ON THE SITUATION

Age 17

I like to ask questions, so I can ask questions.
Read newspapers and watch the news - keep informed.

122 = INFLUENCE THROUGH TAKING ADVANTAGE OF POLITICAL FRIENDSHIP

Age 17

I know a few people in government and I could suggest to them things my age group would like to see done.

Scoring guide (continued)
Categories and sample responses are listed below.

123 = WORK FOR THE GOVERNMENT, WORK WITH THE GOVERNMENT

Age 17
No samples

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
You can hear it on the news and on the radio what is going on.
Because you just do.
The government's purpose is to protect the people. And governments are instituted among men.
You should because you just as good as the other fellow.
The youth are the leaders of tomorrow and we must be heard.
If I wanted anything bad enough, I could even give my life for my country.
By doing what I'm supposed to do as a person.

251 = BRIBE, OFFER MONEY

Age 17
No samples.

252 = REFERENCES TO DISOBEYING THE LAW, RIOTING, USING VIOLENCE

Age 17
No samples

497 = ANSWERED "NO" TO PART A

777 = I DON'T KNOW

888 = NO RESPONSE

SCORING GUIDE: PART C

Categories and sample responses are listed below.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17

I don't have the right to.
Because blacks have not chang it before.
Just don't.
I don't have the right to.
I'm not an American citizen. I can't vote.

251 = EVERYTHING IS FINE, HAVEN'T TRIED

Age 17

No samples.

252 = UNINTERESTED, I DON'T CARE, NONE OF MY BUSINESS, NOT MY JOB, DON'T WANT TO

Age 17

Because we vote for people to represent us in Government and it's their job and not ours.
Because I really don't have any interest about it.
I really could care less.
Because it just doesn't interest me right now anyway.
I don't like politics.
I guess I'm not interested in it.
Not interested in national government.

253 = I DON'T VOTE, I'M TOO YOUNG TO VOTE

Age 17

I am not old enough to vote and right now I am just a very small cog in the machinery.
Because we are not old enough to do any of these things such as vote ect.
Because we are not voters yet and today youth doesn't have much say so.
Because I not old enough to vote.
I'm not a voter yet.
I'm not 21 yet.
I'm only 17 and can't vote yet.

Scoring guide (continued)
Categories and sample responses are listed below.

254 = RESPONSES THAT INDICATE IT CAN BE DONE BUT NOT BY ONE PERSON; NOT BY THAT SPECIFIC STUDENT - I'M NOT SMART ENOUGH, DON'T KNOW HOW TO DO IT, KNOW NOTHING ABOUT GOVERNMENT, I'M NOT IMPORTANT ENOUGH, I'M TOO YOUNG, ONE PERSON CAN'T DO ANYTHING, TAKES A GROUP, I'M NOT RICH ENOUGH

Age 17

It takes more than one person to influence the government. It would take a large group.
I don't think just one citizen could influence the decisions, it will take a lot of people.
Because I don't know anything about the government.
Because most of the time the gov't doesn't listen to the little people.
Because I don't feel I know enough about political affairs to be able to say anything.
One person doesn't have too much say.
One person has little influence - takes a group.
I don't know that much about the government.

255 = RESPONSES THAT INDICATE IT CAN BE DONE NOT BY THAT AGE - NO ONE LISTENS TO YOUNG PEOPLE, NO ONE PAYS ATTENTION TO TEENAGERS

Age 17

Because the government is going to think what do they know they're just kids and they don't even give you a chance to give your opinion.
They won't listen to kids anymore.
There's no recognition for my age group in the government.

256 = RESPONSES THAT INDICATE THAT EVEN A GROUP WOULD BE INEFFECTUAL, NOBODY CAN DO ANYTHING

Age 17

The government rarely listens to our side of the story.
The national government doesn't usually take much advice from anyone but themselves.
Because the government is run by an elite few. Once they are elected we have little control of what they do.
Because the national government is superior.
They just will not listen.

497 = ANSWERED "YES" TO PART A

777 = I DON'T KNOW

888 = NO RESPONSE

Which of the following changes probably **would affect the living things in** and around a river and which probably would not? Fill in only one oval for each part.

		Probably Would Affect the Living Things	**Probably Would NOT Affect the Living Things**	I don't know.
A.	A sudden increase in the fish population	●	○	○
B.	An oil spill along the coast of the ocean into which the river flows	●	○	○
C.	A change in the chemicals used in the soil of nearby farms	●	○	○
D.	The construction of a new dam to control flooding	●	○	○
E.	A long period of unusually dry weather	●	○	○
F.	A leak in a nearby city's main water pipe	○	●	○
G.	A severe earthquake fifty miles away	●	○	○
H.	An increase in the average temperature of the water	●	○	○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R402006

NAEP #: D-402006-D1D-123

Objective: IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments.

Subobjective: B. Understands the interrelatedness of human societies.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	9 01-34	13 05-16	17 04-22
TOTAL TIME: (in seconds)	9 111	13 93	17 95

Which one of the following provides the MOST income for the federal government of the United States?

- ⬭ Sales tax
- ⬬ Personal income taxes
- ⬭ Gifts of money from citizens
- ⬭ The sale of government bonds

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

185

Report #: R403005

NAEP #: 9-403005-33D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: I. Understands economics in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

	13	17
Overlap: Package-Exercise:	05-21	06-07
TOTAL TIME: (in seconds)	13 36	17 34

About a third of the people who live in Longville are of German descent. Their families settled there about a hundred years ago. Many of them belong to a German club. They speak German, dance German folk dances and drink German beer.

What is the MOST LIKELY reason these people belong to the club?

- ⬭ They miss Germany and would like to move back.
- ⬭ They do not like the rest of the people in Longville.
- ⬭ They have not been able to adapt to American customs.
- ⬬ They enjoy being with people who share their cultural background.

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R403008

NAEP #: D-403008-D1D-23

Objective: IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments

Subobjective: C. Understands the organization of human societies.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 05-02	17 / 04-02
TOTAL TIME: (in seconds)	13 / 45	17 / 39

Suppose the officials in your school made a rule which you believed was very unfair. Would you try to do something to get the rule changed?

- ⬭ No, I wouldn't want to.
- ⬭ No, because I don't know what I could do.
- ⬭ Yes, but I don't know what I could do.
- ⬬ Yes, I would try to do something such as _____

_____

_____

_____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R404002

NAEP #: 3-404002-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 03-22	17 / 06-11
TOTAL TIME: (in seconds)	13 / 55	17 / 55

1981-82 T0322 S0611
1975-76 T0802 S0802

UNJUST SCHOOL RULE

3-404002-72D-23

SCORING GUIDE: PART B

Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

Try to fight to stop the law.
Let the school know why we don't like the rule.
Give my opinion on it.
Prove how wrong it is.
Talk about it.
Voice my opinion and tell what I really think.

Age 17

State my reasons for feeling the rule was unfair.
Voicing my opinion.
Giving reasons why the rule should be changed.
Fight to get what the students want, because its unfair.
Making a compromise changing what I thought was wrong.
Work against the rule.

111 = PETITION - CIRCULATE OR SIGN

Age 13

Get a petition going.
Get all the students who were against it to sign a petition.
Pass around a paper and sign it.
Draw up a petition to be read with an open mind by the principle.

Age 17

Send a peition around for the students to sign.
Getting up a petition to protest the rule.
Get a petition and circulate it and then take it to the Board of education in my community.
Get a petition and talk things over with the principal.

Scoring guide (continued)
Categories and sample responses are listed below.

112 = GET HELP FROM/TALK TO STUDENT COUNCIL/GOVERNMENT

Age 13

Have it brought up in a student council meeting.
Bring it up in a council meeting or tell a council representative.
Ask your student council representative to bring it up at the next meeting.

Age 17

Talk to the student council.
Take it before the student council and get other studenst to voice their opinions.
Discuss it in both of our student governments.
Bring it up in student council meeting.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 13

Protest, defy it and state a good reason why.
Protest to the office.
Streak through the hallways with a protest sign.

Age 17

Boycott or protest.
Passive resistance.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13

No samples.

Age 17

No samples.

115 = TALK TO/GET HELP FROM PARENTS, RELATIVES

Age 13

No samples.

Age 17

Talk to my dad, he runs the place.

Scoring guide (continued)
Categories and sample responses are listed below.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 13

No samples.

Age 17

No samples.

117 = FORM A STUDENT GROUP, SURVEY STUDENTS, TALK TO PEERS.

Age 13

Have an opinion poll, talk to the other kids about it.
Get some students together to help work it out.
Go to the kids in school and see if they like
To try to get other kids on your point of view.

Age 17

Get a group of students organized in opposition of rule.
Taking a survey to see if others don't believe is fair also.
Organize a group of supporters.
Talk to other students and see how they feel.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 13

Discuss the reason why I think its unfair.
Hold meetings.

Age 17

Write letters complaining about his actions.

Scoring guide (continued)
Categories and sample responses are listed below.

119 = ATTEND, TALK TO, WRITE TO CITY COUNCIL OR SCHOOL BOARD, CITY HALL

Age 13

Talk to the board of Education.
Go to the school board.

Age 17

Go to the school board and tell them what I and others feel about the rule.
Going to the school board.
Bringing up the subject to the school board after a committee has prepared it well.
Go to the school board and plead your case.

120 = GET HELP FROM/TALK TO THE P.T.A.

Age 13

Tell my parents to bring it up at the PTA meeting.

Age 17

No samples.

121 = TALK, WRITE, OR GO TO/GET HELP FROM SCHOOL ADMINISTRATORS OR OFFICIALS (PRINCIPAL, VICE-PRESIDENT, DEAN OF STUDENTS, SUPERINTENDENT)

Age 13

Turn in a complaint to the office.
Talk it out with the officials of my school.
I would complain to the president of the school district.
Tell them what they can do to make it right.
Get a group of friends together and talk to the principal or assistant principal.
Have a conference with them people, let them know how we feel.

Age 17

Talk to the principal and find out if this rule could be changed.
Speak to the administrators wxplaining why I think its unfair.
Have a discussion with the officials in my school and try to make them see another point of view.
Try to explain to the officials why I think it is unfair and listen to their side.
Talk to them about it. Discuss reazons for it; give opinions of myself and classmates; try and effect a compromise.

Scoring guide (continued)
Categories and sample responses are listed below.

122 = TALK, WRITE, OR GO TO/GET HELP FROM A MEMBER OF THE SCHOOL FACULTY (TEACHERS, COACHES, GUIDANCE COUNSELORS)

Age 13
I would go talk with my counciler.
Talk with the teachers.
Talk to other kids in the school and meet with the school teachers.
Ask your teachers about it and ask what they think about it.

Age 17
Talk to the faculty. I would give them reasons for my belief.
First talk to any teachers and students involved, then talk to school officials.
Talk to my teachers.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLE RESPONSES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13
If we buy candy in the morning and we can't eat it on the campus because of the litter. We should learn how to pick up our mess.
Don't fight.
Don't go off the schoolground.
This school is a prison.
Talk to Ralph the janitor.

Age 17
Try to get a new rule
Smoking lounge.
Have more enforcement but it would help the students.
To get the rule changed if it isn't right.
Try to get it changed.

Scoring guide (continued)
Categories and sample responses are listed below.

251 = THERE'S NOTHING THAT CAN BE DONE

Age 13
No samples.
Age 17
No samples.

252 = GENERAL REFERENCES TO DISOBEYING THE RULE WITHOUT SPECIFYING A REASON. RIOTING, USING VIOLENCE, THREATS OF VIOLENCE

Age 13
No samples.
Age 17
Beat up the principal.
Blow up their car.
Blackmail him.

253 = QUIT SCHOOL, TRANSFER

Age 13
No samples.
Age 17
No samples.

254 = COMPLYING WITH RATHER THAN CHANGING, INCLUDES REFERENCES TO NOT DOING ANYTHING; OBEYING IT

Age 13
Not a thing.
Age 17
No samples.

497 = NO WRITTEN RESPONSE FOR THIS PART

777 = I DON'T KNOW

888 = NO RESPONSE

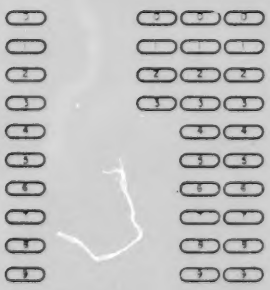
Suppose the local government officials in your community passed a law which you believed to be unjust. Would you try to do something to get the law changed?

- ⬭ No, I wouldn't want to.
- ⬭ No, because I don't know what I could do.
- ⬭ Yes, but I don't know what I could do.
- ⬬ Yes, I would try to do something such as _____

_____

_____

_____



DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Report #: R404003

NAEP #: 3-404003-72D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

	13	17
Overlap: Package-Exercise:	04-27	01-07
TOTAL TIME: (in seconds)	13 56	17 58

UNJUST LAW/LOCAL GOVERNMENT

3-404003-72D-23
SCORING GUIDE: PART B

Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

No samples.

Age 17

Arousing interest against the law and try to get enough action going to get it changed.
Bring to attention those points that are unjust and try to suggest another possible way to do things.
Work something out to make the laws wanted by me and my people.

111 = PETITION - CIRCULATE OR SIGN

Age 13

Bring a petition around for people to sign.
Get a sponsor to sign a petition to be supported.
Draw up a petition with the help of some adult and other concerned citizens.
Get a peititon and then take my petition to the court.
Take a petition to the local government.

Age 17

Get a petition have a protest march or something like that.
Get a petition signed and present it to local officials.
I'd get a petition going and see what we could do about changing the law.
Get the signatures of people in my community who also think the law is unjust.
Circulate a petition and ask others opinions.
Make a community group to try and petition a new law.

112 = CIRCULATE PAMPHLETS, BUMPER STICKERS, BILLBOARDS, POSTERS, BUTTONS

Age 13

No samples

Age 17

No samples

Scoring guide (continued)
Categories and sample responses are listed below.

113 = DEMONSTRATE, PROTEST, PICKET, CIVIL DISOBEDIENCE (AN ORGANIZED GROUP ACTIVITY OR SPECIFIES THEY WOULD DISOBEY THE RULE TO MAKE A POINT)

Age 13

Picketing, going on strike.
Protesting, campaigning etc.etc.
A demonstration.

Age 17

Get enough people and protest it.
Hold some kink of rally and get people together.
Get some people that feel the same way and go on strike.
Have a peaceful demonstration in front of the state office with some other people who believe like I do.

114 = LEGAL ACTION (COURT ACTION), SUE

Age 13

Tell my dad and ask him to help me because he is a lawyer.
Go to court and try to change the law.
Taking it to court to see if it could be changed and I would ask my comuity repesentive totry to get the law repealed.
Get a bunch of people who agree and go to court.
Break the law on purpose and when I was brought to trail and would say that it was unconstitutional (Test Case).

Age 17

Take it to court.
Talk to a lawyer to see how a law can be changed.
Bring the issue to a higher court and whatever is necessary.
Take them to court.
Get in touch with a lawyer and find out about it.
Civil disobedience and thus test the law in court.

115 = USE THE MASS MEDIA - APPEAR ON OR WRITE TO THE RADIO, THE TELEVISION; WRITE TO THE NEWSPAPERS

Age 13

Break the law and get arrested to be in the newspaper.

Age 17

No samples.

Scoring guide (continued)

Categories and sample responses are listed below.

116 = USE/THREATEN TO USE THE ELECTION PROCESS - VOTE (INCLUDES CONDITIONAL "IF"), RECALL, REFERENDUM, CAMPAIGN, RUN FOR OFFICE

Age 13

No samples.

Age 17

A vote on the law in a town meeting.
Get a petition and change the law by referendum.

117 = JOIN OR FORM A GROUP, LOBBY, JOIN A POLITICAL PARTY (DOES NOT INCLUDE SPECIFIC REFERENCES TO ELECTION ACTIVITIES)

Age 13

No samples.

Age 17

Form a committee that shares the same feelings as I do.

118 = ONLY GIVES A GENERAL METHOD OF INFLUENCING

Age 13

No samples.

Age 17

Speak up for my rights.

119 = WRITE TO, SPEAK TO, GET IN TOUCH WITH REPRESENTATIVE, SENATOR, OTHER ELECTED OFFICIAL; INCLUDES GENERAL REFERENCE TO GETTING IN TOUCH WITH SOMEONE HIGHER UP, SOMEONE IN AUTHORITY (ASSUME 'WRITE TO THEM'AND'TALK TO THEM'IN THIS CATEGORY UNLESS FURTHER EXPLAINED)

Age 13

Talking to the congressman to try to change the law.
Go to the city hall and complain about the unjust doing.
Show them why it is unjust and get other people to help.
Go to the mayor and complain about it.
Go to the governor of kansas and tell him about it.

Age 17

Call my congressman or senator or someone like that.
Talk to local government officials as an individual and then with a group.
Go to city hall and complain.
Show or tell them why I think its wrong.
Go to the city council meeting and propose a different plan.

Scoring guide (continued)

Categories and sample responses are listed below.

120 = TALK TO, WRITE TO, GET IN TOUCH WITH OTHER PEOPLE, DISCUSS THE SITUATION, FIND OUT WHAT OTHER PEOPLE THINK, MEET WITH OTHER PEOPLE

Age 13

Get people to know that it is unjust. Then they would be able to change it.
Go to other people and find out their opinions, then take it higher and higher.

Age 17

Talking to my parents and others for their opinion.
Find out how many others besides myself were against the law and together we could try to change it.
Getting other people to help me.
Find other people who object to the law.

121 = GENERAL REFERENCES TO GETTING INFORMATION, BECOMING INFORMED/KNOWLEDGEABLE, READING UP ON THE SITUATION

Age 13

No samples.

Age 17

See why it was passed.

122 = INFLUENCE THROUGH TAKING ADVANTAGE OF POLITICAL FRIENDSHIPS

Age 13

No samples.

Age 17

No samples.

250 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

Move.
Lower prices.

Age 17

Repeal the law.
Make it better.
Change it to make it more fair.

Scoring guide (continued)
Categories and sample responses are listed below.

251 = BRIBE, OFFER MONEY

Age 13
No samples.
Age 17
No samples.

252 = REFERENCES TO DISOBEYING THE LAW, RIOTING, USING VIOLENCE

Age 13
Beat the goveraners head.
Age 17
Start a riot.
Blow city hall to kingdom come.
Shooting anyone who disagrees with me.

253 = USE INTIMIDATION

Age 13
No samples.
Age 17
No samples.

254 = COMPLYING RATHER THAN CHANGING; INCLUDES DOING NOTHING; OBEY IT

Age 13
No samples.
Age 17
No samples.

255 = NOTHING CAN BE DONE

Age 13
No samples.
Age 17
No samples.

497 = NO WRITTEN RESPONSE FOR THIS PART

777 = I DON'T KNOW

888 = NO RESPONSE

A petition is a statement of a position on an issue which is signed by a number of people.

Have you ever signed a petition?

- Yes
- No

(If Yes) What was it about? _____

_____

If more than one, list the topics. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

1 2 3 N

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

202

Report #: R404006

NAEP #: 3-404006-13D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment in participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 06-23

TOTAL TIME: (in seconds) 17
45

EVER SIGNED PETITION
3-404006-13D-3
SCORING GUIDE

These categories were used to score parts B, C1 and C2.
Categories and sample responses are listed below.

110 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

It was a petition to get a student back in.
About where we should have our graduation cermonies.
About getting something done for students in Junior High.
About having the Mets baseball team keep a player instead of trading him.
Allowing a certain person to keep his job.
A carnival because I thought it was nice to have something like that around our way for the children.
To have Beatles come play a concert.
I signed a petition for the Latin Soul Band to be on the boat trip this year.
Juniors should have class rings.
Keeping mass in Morning at School.
The establishment of a memorial for a boy who had died from our high school.
Representation of Negroes in Lawton High school.

111 = CONCERNING NOMINATIONS OR ELECTIONS FOR SCHOOL/CLASS OFFICES AND FOR STUDENT GOVERNMENT/COUNCIL

Age 17

For student cabinet.
Someone was running for school officers and needed signatures.
A school candidate.
Getting a person out of office (Student counsil).
The election of a class president.
To elect a friend for class president.
School elections.

Scoring guide (continued)
Categories and sample responses are listed below.

112 = REFERENCES TO SITUATIONS WHICH INVOLVE INDIVIDUAL STUDENT'S FREEDOMS OR RIGHTS - SCHOOL DRESS CODES, HAIR LENGTH, DETENTION

Age 17

Whether or not to have a smoking lounge.
Wearing jeans to school.
The school hair - cut code. We have a right to be able to wear our hair like we want to.
Changing the dress code of a strict private school.
Prayer in school.
To get open lunches.
To be able to wear coulottes in school.
For the right of a school paper other than the official school paper to be distributed on school property.
Prevent student senators from giving referral slips.
To have open lunch in schools.
To bring back Bible readings into the schools.

113 = ALLOWING/CONTINUING AN EXTRA CURRICULAR ACTIVITY/SCHOOL FUNCTION (DANCE, ASSEMBLY, PEP RALLY), ALLOWING/CONTINUING A SCHOOL ORGANIZATION

Age 17

To have a fund-raising concert at school.
To get a rock concert at our high school.
Petition for cheerleaders.
To keep our tennis practice at Memorial Hall.
To bring a folk club into the school.
A dance for Grammer school graduates.
To keep a band member in the band.
To have a Spring Formal in school.
To start a ski club.
To get a hockey team started at the high school.

Scoring guide (continued)

Categories and sample responses are listed below.

114 = PROBLEMS CONCERNING PHYSICAL CONDITIONS OR EQUIPMENT

Age 17

About building a gymnasium in our school.
Reopening the school bathrooms.
Getting paper towels in the girls restrooms.
To be allowed to get a room in our school library.
For more equipment in the school.
To have basketball courts put in the school yard.
To keep our juke box in the school.
Hair dryers in the girls locker room.
I signed a petition to get an 8 lane pool instead of a 6 lane one in the new high school.
Parking conditions around the campus.

115 = CONCERNING TEACHERS, OR TEACHING METHODS

Age 17

Had a teacher fired for punching kids in Middle School.
It was trying to get the board of ed or something to keep from getting a good teacher fired.
To dismiss a teacher from school duties for incompetance.
To get a teacher out of school who the students felt was too old.
To keep our track coach.
To give a medal to one of the teachers.
To get a good guy sweatshirt for a teacher.
To get rid of a teacher that punished kids too much.
Misconduct of a teacher toward a fellow student.
Saying our math class was going too fast for us to understand.

116 = CONCERNING COURSES TAUGHT, REQUIRED SUBJECTS, THE CURRICULUM

Age 17

It was an issue dealing with school curriculum.
About whether to have PE or not.
That the student wanted a drive ed class but they wouldn't give it to us.
Another one was about our schools grading system, I was against it.
Improvement of French course.
Have Afro-American History in School.
Curriculum additions.
To teach Black History in school.
About a class for a Biochem class.

Scoring guide (continued)

Categories and sample responses are listed below.

117 = RELATED TO THE CAFETERIA, LUNCH ROOM, FOOD, IMPROVING THE CONDITION OR THE ATMOSPHERE OF CAFETERIA/LUNCH ROOM

Age 17

About having a hot lunch program.
A boycott in the cafeteria.
Prices in our school cafeteria being unreasonable as compared to the quality of the food.
It was for better food in my school.
To play records while eating lunch.
For an assortment of things for our lunchroom.
Protest against the food served in school.
To better the conditions of the school's lunchroom.
About a soda machine being put in cafeteria.

118 = REFERENCES TO STUDY HALL

Age 17

I get to talk in study hall.
Study halls.

119 = REFERENCES TO CULTURAL PROGRAMS, MEDIA PROGRAMS/PROGRAMMING, MEDIA IN GENERAL

Age 17

To keep a TV program on TV.
I signed a petition to get batman back on TV when I was little.
Stopping things done on TV.
To get a radio station permission to stay on 24 hrs. a day.
To have Free TV.
To keep a television program on TV.
Radio station selection of music.
For a favorite DJ on a radio station.
To keep star Trek on TV.

Scoring guide (continued)
Categories and sample responses are listed below.

120 = THE ENVIRONMENT, POLLUTION, CONSERVATION

Age 17

To get a bike trail in our community.
Saving whales from the Japanese fishermen.
The killing of baby seals in Alaska and Canada.
Stop shooting wild animals.
Save the eagle from extinction.
Help stop pollution in factories in our town.
Flood control in the area.
Protesting pollution of Nashua River.
It was to get something done about the air pollution in the city.
To help pass the law considering water and air pollution.
To start cleaning up our lake.

121 = NATIONAL/LOCAL CONDITIONS, PROBLEMS, POLICIES, CIVIL IMPROVEMENTS

Age 17

To allow guns, that is, no restrictions on guns for hunting.
Against GE Co. rate increase.
To bring the Declaration of Independence to Philadelphia.
To save the sand key area instead of building on it.
Parking fees too high.
Abortion in my church.
To keep our state from accepting the equal rights ammendment for women.
To impeach Nelson Rockerfeller (The vice-president).
Passage of a gun control bill.
Lowering the voting age to 18.
I signed a petition which tried to get a boy's club built on my street.
To keep medicaid.
Stop the building of a parking lot where the neighborhood theater was.
The petition was concerned with reducing aid to the State University.

Scoring guide (continued)

Categories and sample responses are listed below.

122 = WORLD/INTERNATIONAL CONDITIONS, PROBLEMS, POLICIES

Age 17

In behalf of my fellow Jews in Russia.
In support of Israel.
Protest the oppression of the Jews in Soviet Russia.
That Nixon should take action against N. Korea for shooting down plane.
Free the Pueblo.
It opposed the admission of Communist China to the UN.
Petitioned Uthant and Ambassador Yost of UN for the expressed opposition to Iraqui hangings.

123 = WAR/PEACE

Age 17

Against the war in Viet Nam.

250 = OTHER - VAGUE NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17

To go somewhere.
About a number of people.
Get well card.
School.
About how short a girl should be.

777 = I DON'T KNOW

888 = NO RESPONSE

A. During an election campaign, I look forward to discussing political candidates and issues in school.

- ▬ True about me
- ⬭ NOT true about me

- ⬭ I don't know.

B. During an election campaign, I would want to get involved in things like handing out campaign literature in my neighborhood.

- ▬ True about me
- ⬭ NOT true about me

- ⬭ I don't know.

C. During an election campaign, I would enjoy conducting surveys to find out how people in my community plan to vote.

- ▬ True about me
- ⬭ NOT true about me

- ⬭ I don't know.

DO NOT CONTINUE UNTIL TOLD TO DO SO.

3-104031-72D-2

Report #: R404031

NAEP #: 3-404031-72D-2

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 06-18

TOTAL TIME: (in seconds) 13
50

Have you ever done any of the following to try to influence a decision made by your local city or town government?

		Yes	No
A.	Talked to neighbors or friends to urge them to take action on the decision	●	○
B.	Talked or written to elected officials expressing feelings about the decision	●	○
C.	Attended or spoken at a city or town council meeting concerning the decision	●	○
D.	Contacted the media (radio, television, or newspaper) regarding the decision	●	○
E.	Sought legal advice either in support of or against the decision	●	○
F.	Taken part in a demonstration either in favor of or against the decision	●	○
G.	Organized a group to try to influence the decision	●	○
H.	Taken an action not mentioned above (please describe) _____	○	○

H

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R404032

NAEP #: 3-404032-72D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 03-09

TOTAL TIME: (in seconds) 17
121

ACTIVITY RE UNFAIR LAW
3-404032-72D-3
SCORING GUIDE: PART I

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17
Helped publicize the decision so the public would fully understand.
Use of my CB radio to spread my point of view.
Went out myself to improve the situation.
I believed in one candidate's issues and I went to his headquarters and helped with telephone calls.

11 = SIGNED/CIRCULATED A PETITION, DISTRIBUTED PAMPHLETS

Age 17
Written a flyer - type paper expressing my views and publishing it.
Passed out leaflets.
Collecting petitions.
Written out a petition against the removal of a school principal.

12 = PROTESTED, PICKETED

Age 17
Everyone sat down in the park and wouldn't leave.

13 = CAMPAIGNED, LOBBIED

Age 17
Campaigned for a Seattle Senator 4 or 5 years ago who is still senator.

14 = ATTENDED MEETINGS TO DISCUSS THE SITUATION

Age 17
No samples.

Scoring guide (continued)
Categories and sample responses are listed below.

15 = USED ONE OF THE CATEGORIES LISTED FROM A - G

Age 17
Told people to keep complaining about it.
Talked to my councilman.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17
Took part in the Charles Hansen murders.

21 = USED BRIBERY OR OTHER ILLEGAL/VIOLENT METHODS

Age 17
Violate it.

22 = THERE WAS NOTHING THAT COULD BE DONE

Age 17
No samples.

49 = FILLED IN YES OVAL, BUT DID NOT DESCRIBE

77 = I DON'T KNOW

88 = NO RESPONSE

A. Not everyone who is 18 votes at election time. Will you vote when you are 18?

- ● Yes
- ○ No
- ○ I don't know.

B. Please give a reason for your answer.

_____

_____

_____

_____

_____

_____

B

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R404034

NAEP #: 3-404034-72D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 05-14

TOTAL TIME: (in seconds) 17
75

219

VOTING AT 18
3-404034-72D-3
SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 17

I'm not a US citizen.
I am a dual citizen of US and Canada and when I turn 18 I may want to stay that way.
Because I am not a citizen of the US.

11 = MY RIGHT, CONSTITUTIONAL PRIVILEGE

Age 17

Because I have the right to and I car who becomes the president of us.
I feel that a right (such as the right to vote) is also a responsibility. As an adult, I should be responsible enough to do my duty as a citizen.

I believe it is a privilege to vote. It is one of my constitutional rights and I believe my vote means something.

12 = MY RESPONSIBILITY, SHOULD VOTE, IS NECESSARY TO VOTE, PRESERVATION OF DEMOCRACY

Age 17

Because it is your duty as a US citizen to vote If you don't like the way things are you should vote for a change.
If nobody voted we wouldn't have a democracy.
Because really I think all people should vote because we need the votes for many important things.
I feel that it is our duty as American citizens to vote how we would like the country to be run.
I believe as a citizen of the US we should vote and take part in elections because our country was founded on that.

Scoring guide (continued)
Categories and sample responses are listed below.

13 = VOICE MY OPINION, ELECT WHOM I WANT, MAKE CHANGES

Age 17

Because I want to have a say on what is going to happen in this country in the future.
I feel that if we don't vote for what we want other people would get what they want and they would be the ones who were benefitted.
I want to be heard I don't want everyone else deciding for me.
Every single vote counts.
I am dissatisfied with many officials elected to office. I feel one of the most important ways to remove them is to vote.
I like to be a part of this world so why not pick the people who will represent me.

14 = IT WON'T BE AN ELECTION YEAR/THERE WON'T BE ANY ELECTIONS TO VOTE IN THAT YEAR

Age 17

The year I am 18 is not an election year.
Because there will be no election that year. I will when I am 21 though.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 17

There won't be anything to vote on.
It depends on what I am doing on the day of election.
I want to.
It depends on the political climate at the time and their issues.
My mom and dad didn't vote.

21 = DOESN'T DO ANY GOOD, DOESN'T MAKE ANY DIFFERENCE, ONE VOTE ISN'T GOING TO CHANGE ANYTHING, DON'T CARE, NOT INTERESTED, DON'T HAVE THE TIME

Age 17

I will probably be too busy.
I don't know because I might not really care who wins at that time.
Because when I'm 18 I'm going in the service and won't have time to vote.
Cause it don't seem to me how my vote (1) can do anything.
I'm not interested in what goes on and who wins.

Scoring guide (continued)
Categories and sample responses are listed below.

22 = WOULDN'T KNOW WHO/WHAT TO VOTE FOR, DON'T KNOW ENOUGH

Age 17

I don't believe I am capable to chose wisely.
I maybe wouldn't know what's going on.
Because I don't know that much about It.
I don't know if I will vote cause I don't know how to work the machines.
The way things are today I probably would not know who I would vote for, everyone talks a lot but don't do anything.

23 = DON'T KNOW WHERE/HOW TO REGISTER

Age 17

No samples.

77 = I DON'T KNOW

88 = NO RESPONSE

If you were to look at a globe of the world, which geographic feature would cover the greatest area?

- ⬭ Mountains
- ⬭ Plains
- ⬭ Lakes
- ⬬ Oceans

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R406015

NAEP #: D-406015-D1D-123

Objective: IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments.

Subobjective: F. Understands the relationships between people and the natural environment.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	9 02-32	13 01-02	17 02-16
TOTAL TIME: (in seconds)	9 22	13 25	17 30

Social scientists use the term exponential growth to describe the process by which a quantity of something increases at a fixed rate. For example, if you were to put a penny in a bank and double it every day, the amount would grow in an exponential fashion. At the end of 30 days you would have over 5 million dollars.

First day - 1¢

Second day - 2¢

Third day - 4¢

Fourth day - 8¢

Fifth day - 16¢

Tenth day - $5.12

Fifteenth day - $163.84

Twenty-fifth day - $167,772.16

Thirtieth day - $5,368,709.12

Which of the following tends to grow in an exponential fashion?

- ⬭ Age of a person
- ⬭ Acceleration of an automobile
- ⬭ Stock price per share
- ⬬ World population

- ⬭ I don't know.

DO NOT CONTINUE
UNTIL TOLD TO DO SO.

Report #: R407012

NAEP #: D-407012-D1D-3

Objective: IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments

Subobjective: G. Has an awareness of global concerns.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 02-11

TOTAL TIME: (in seconds) 17
84

Maria and Ming are friends. Ming's parents were born in China and have lived in the U. S. for twenty years.

"People have no freedom in China," Maria insists. "There is only one party in the elections and the newspapers are run by the government."

"People in China do have freedom," Ming insists. "No one goes hungry. Everyone has an opportunity to work and medical care is free. Can there be greater freedom than that?"

What is the BEST conclusion to draw from this debate?

- ○ Ming does not understand the meaning of freedom.
- ● Maria and Ming differ in their opinions of the meaning of freedom.
- ○ There is freedom in the U. S. but not in China.
- ○ People have greater freedom in China than in the U. S.

- ○ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R408006

NAEP #: D-408006-D1D-23

Objective: IV. Demonstrates an Understanding of and Interest in the Ways Human Beings Organize, Adapt to and Change Their Environments

Subobjective: H. Has a commitment to human rights worldwide.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	02-23	01-09
TOTAL TIME: (in seconds)	13	17
	61	57

Slavery was practiced in some parts of the U.S. until the passage of the thirteenth Amendment to the Constitution in 1865.

What legal rights did slaves have before 1865?

- ⬭ Slaves had all the rights of citizens except voting.
- ⬭ Slaves had the right to marry and raise families.
- ⬭ Slaves had the right to sharecrop small plots of land.
- ⬬ Slaves had no rights and were considered property.

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R501016

NAEP #: D-501016-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: A. Understands the principles and purposes of the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	05-22	06-03
TOTAL TIME: (in seconds)	13	17
	38	36

A. Some people do NOT believe in our form of government. Should they be allowed to say in public what they think our government is doing wrongly?

- ● Yes
- ○ No
- ○ Undecided

B. Please give a reason for any answer you selected.

B

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

231

Report #: R502009

NAEP #: 9-502009-93D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: H. Has a commitment to support justice and rights of all individuals.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

	13	17
Overlap: Package-Exercise:	04-07	03-17
TOTAL TIME: (in seconds)	179	176

SAY IF GOVERNMENT IS WRONG
9-502009-33D-23
SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER ACCEPTABLE RESPONSES

Age 13

Y Because people have their own thoughts of what the government is doing wrong.

Age 17

Y Every person must make their own decision about the type of government they want.

Y Because if everybody shut up and didn't say anything we would have a dictatorship on our hands in government.

Y Because I don't think government should control people.

11 = RIGHT OF FREE SPEECH; CONSTITUTIONAL RIGHTS, FREEDOM OF SPEECH

Age 13

Y In this country we have freedom of speech. If that person has a different opinion of government, he should voice his opinion. For example: in an election one candidate says what's wrong with the other. This is within our own government so why can't others do the same.

Y That would be freedom of speech.

Y Because in our country we have free speech and people have a right to say what they think.

Y People must have the right because under the Bill of Rights in our constitution, we have freedom of speech.

Y Because it is freedom of speech and you are alowed to say our opinion on how you feel about what they are doing wrong our if they aren't doing anything wrong.

Age 17

Y Our country preeches and thrives on freedom for all (all freedoms) speech, press, etc.

Y Because we have the right of free speech as state in the constitution.

Y In our bill of Rights it is stated that people have a right to say what they think - if they aren't allowed to then our system of govt. really is wrong.

Y Our form of gov't states you have freedom of speech and I believe in our form of govt.

Scoring guide (continued)
Categories and sample responses are listed below.

12 = RIGHT TO EXPRESS HIS OPINION; FREE COUNTRY

Age 13

Y Because they have to live in it so they should be able to say what they want to say.
Y Some people might not now that this is a free country. And the people can say anything they want.
Y Because its a free country and so people should be able to.
Y Everyone is entitled to their opinion.
Y Because in this country everybody has the right to say what they believe.

Y Because if our government is doing wrong we should be able to tell him what he's doing wrong. And the government should be doing right.

Age 17

Y People have the right to say what they think. It doesn't necessarily say that that is what is going to happen. Everyone can voice their own opinion.
Y I think everyone whould be allowed to speak freely of whatever is on their minds even if its about our government.
Y Because people have their rights of opinion.
Y People have the right to express their opinion whether it's right or wrong.

Scoring guide (continued)

Categories and sample responses are listed below.

13 = HAVING DIFFERENT OPINIONS IS EDUCATIONAL; VEHICLE FOR REFORM

Age 13

Y Because they might say something that will help us make it better and we will know how and what people think about it.
Y People should be allowed to tell the government what their doing wrong and then they might do something about it.
Y If they did then we could find out what people think were doing wrong and maybe not as many wars will be started.
Y Because if the people don't say what they feel is wrong the government will keep on doing it.
Y They might be able to help us improve our government.

Age 17

Y If people give their negative opinions in public, then other people in the government can attempt to change it.
Y If they are allowed to say what they feel is wrong maybe we can change our government so that it is better than it is now.
Y If all the people could say what they want we could determine the best form of government.
Y If people who didn't believe in our government were allowed to speak publicly they might point out some of the flaws in our system and in doing so might move people to do something to remedy them.
Y Because maybe what the people say will improve the government.

Scoring guide (continued)
Categories and sample responses are listed below.

14 = LEGITIMATE CONDITIONAL

Age 13

Y Because unless there is proof they are planning to overthrow the government it is there right to say so.

Age 17

Y Since the people are under the government they should be allowed to say what they think is wrong so long as they don't get carried away or get violent.

Y Our constitution says "Freedom of Speech" They can say anything as long as it is done calmly and orderally, not an uprising.

Y We in the US have the freedom of speech. I feel this is OK, but if we get too many people causing a problem by this we will have a revolution in the country.

U It depends if the person is just expressing his views yes, but if he is getting people saying its all wrong my type of government is better and just saying slander to convince people I think not.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 13

U I really don't no because they might get in trouble or they may not.

U Because the people in the government don't know how to run it.

N It is wrong for the illegal wetbacks to stay here make them go back to their country.

Y Because the government isn't giving us our fair share.

N Because we're not allowed to say things about other government.

U Because the U.S. is a free country but people shouldn't have the right to put it down.

Age 17

U I've chosen undecided, because perhaps somebody is for communism and speaks up. Who knows what would happen.

U A person should be allowed to air their opinion if they disagree with something. But then again if it is said publicly other people who do believe in our form of government might resent them and problems would arise.

Y If a majority feel that what our government's doing is right, then there would be no problem.

Y They live here, they have an opinion.

Scoring guide (continued)
Categories and sample responses are listed below.

21 = MENTIONS INCORRECT OR IRRELEVANT CONDITION UNDER WHICH HE MAY NOT CRITICIZE OUR GOVERNMENT

Age 13

Y As long as they can back it up with facts.
Y The should be able to say what think publicy as long as it is true.

Age 17

Y Anybody can say anything they want as long as there is some justified reason for saying it.
Y I think people have the right to try to change things that they believe is wrong as long as there are enough people who agree that it is wrong.
Y Everyone has the right to speak as long as they don't hurt anybody.
U I think they should be able to complain about something, but they shouldn't do it in public because it can cause demonstrations and riots.
U I really can't say if they disagree with our government I feel that should say something, but not cause much trouble or hastle and some of the people who disagree might be radical, just causing conflict.

22 = WRONG TO SPEAK AGAINST THE GOVERNMENT (STATES IT'S WRONG, BUT DOESN'T SAY WHY)

Age 13

N That is their government they are talking about and that shows no respect for it.
N They should be put in jail if they do. The government only does what he can or what he thinks is right.
N Because government wants to make our country great and beautiful and quality.

Age 17

No samples

Scoring guide (continued)
Categories and sample responses are listed below.

23 = SHOULD ADJUST TO OUR FORM OF GOVERNMENT OR LEAVE

Age 13

N Because if the don't like our form of government then they can move to someplace where they do.

Age 17

N Because if they don't like a democracy they can just leave the country and find the kind of government they like.

N If they do not believe in it they shouldn't have the right to speak out against it. If they don't like our government they should move to a country whose government they like.

N Because it the best government around, they can luv are leave. I agreed that there are something wrong with our government but we can't do any better.

24 = MIGHT INFLUENCE OTHERS OR CAUSE TROUBLE

Age 13

N The person could be a communist and start a riot.

U Because it might cause trouble they make go against it wrong way.

N Because they could start a riot or something, or trouble with the people of the area.

N If you did say yes someone would disagree and start fighting.

N Because there is nothing wrong with our government and if you get a bunch of idiots saying lies about your government the people might start to belive them and think there is something wrong which is wrong because there isn't anything wrong with our government.

Age 17

N They should not say it in public. But write a state or local representative about it. In public an uprising of violence could accur. It would be bad for the present government.

N Because even if the Constitution says freedom of speech there are limits to this. People speak against the government make others think that they are communist and create bad feelings.

N When they give their speech they would get out hand and start arguments would begin.

77 = I DON'T KNOW

88 = NO RESPONSE

A. If an elected government official happens to make a serious error, do you think news reporters should be allowed to question him about his mistake and then publish something about it?

- Yes
- No
- Undecided

B. Please give a reason for any answer you selected.

B

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R502013

NAEP #: 9-502013-33D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: F. Knows rights of individuals in the United States.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 04-23

TOTAL TIME: (in seconds) 17
116

PUBLISH OFFICIALS MISTAKES
9-502013-33D-3
SCORING GUIDE: PART B

Categories and sample responses are listed below.

10 = OTHER ACCEPTABLE RESPONSES

Age 17

If it were anyone else it would be printed so I don't see why it would make any difference for an elected government official.
Our government officials have to live by the same laws we do, therefore they should not be protected.
Because they always publish articles about anyone else who does something wrong, so they should do the same to him.
They print things about other people who make errors, why not a government official?
Because they are human just like us and they question us so there is no reason why they can't be treated like us too. They are really no different.

11 = FREEDOM OF SPEECH; FREEDOM OF THE PRESS; CONSTITUTIONAL RIGHT

Age 17

I feel that we the people have a constitutional right to know what's happening.
In order for democracy to survive the rights of the people cannot be infringed on by the government. Freedom of the press is one of the freedoms that has kept democracy alive.
Because of freedom of the press.
The constitution grants us freedom of the press.
Free press and free speech.
Public has the right to know what's going on and any way there's freedom of the press.
Freedom of speech.
It is the basic principal of our constitution, freedom of the press and speech.

12 = RIGHT TO SAY WHAT THEY FEEL (REFERS TO FREEDOM OF THE PRESS BUT DOES NOT SPECIFICALLY MENTION IT)

Age 17

It's a free country.

Scoring guide (continued)
Categories and sample responses are listed below.

13 = TO KEEP THE PUBLIC INFORMED; PUBLIC HAS A RIGHT TO KNOW. (PLUS RESULTING ACTIONS THE PEOPLE MIGHT TAKE); TO MAKE ELECTED OFFICIAL MORE RESPONSIVE; CRITICISM GOES WITH OFFICE; GIVES OFFICIAL A CHANCE TO EXPLAIN

Age 17

The people should be aware of everything that goes on in the government.
So the public would know the facts.
The people have a right to know what happened.
I think the public should know why he made the mistake.
So the people will know what he has to say about the error.
If he's an official we have a right to know about everything he does right or wrong.
So the people know just exactly what was wrong also so they can decide whether or not to vote for him in elections. Also, so it don't happen again.
Too many wrongs of our countrymen have been covered up, I feel that people should know the truth of our country not fanacy or fairy tale.

14 = LEGITIMATE CONDITIONAL

Age 17

Unless vital to national security government actions should be known. This freedom of press to allow newsmen to publish their findings.

20 = VAGUE, NONSENSICAL, AND OTHER UNACCEPTABLE RESPONSES

Age 17

No because it is him that made the mistake and not the people.
Because he should look his papers over carefully.
No, because it isn't right to let everybody know what someone is seriously wrong because that could make people think wrong.
Because if its not that important it really doesn't matter.
I think he should go and try to correct it himself.
(Undecided) The elected government official should have known what he was doing before he made the decision. But I don't think the press should punish him.

Scoring guide (continued)
Categories and sample responses are listed below.

21 = EVERYONE MAKES MISTAKES

Age 17

No, I guess because nobody's perfect and most people learn from their mistakes.
Mistakes can happen.

22 = NOT FAIR TO THE OFFICIAL; WOULD HURT THE ELECTED OFFICIAL

Age 17

No it would ruin him.
No because it could turn people against him.
It could embarass that person who made the mistake, and I don't believe in hurting or embarassing people.
Because if it gets out it could be bad for him politically. And I think that person could do something to make up for it.
It could greatly embarass the government official. People shouldn't be told about the serious errors of an officials.
No, because if they do that he is going to feel bad.

23 = IT WOULD CAUSE TROUBLE WITH THE PEOPLE OR TO THE COUNTRY

Age 17

If it is a serious mistake, it may hurt the government then it shouldn't be published so much.

Scoring guide (continued)
Categories and sample responses are listed below.

24 = CONDITIONAL

Age 17

It depends on what kind of mistake if it is going to effect us, yes, but if it is personal I think it should be private from everyone.
Only if it was serious. People make mistakes even gov. officials. But he may have an explanation.
It depends on what type of serious error it was, if it caused a war to happen or something, or if people were personally hurt or something.
I say yes only if it is a public issue.
I don't think they have the right if it was a legal mistake; but if it was illegal then I think they have the right.
(Undecided) It depends on the newspaper. If it is known for cutting down people it shouldn't but if it is a truthful newspaper it should.
The only way I would allow it, would be if they printed only the truth, not twisted.
(Undecided) If it had been anything terrifying it would cause people to panic and do thing that may (end of response)
I'm not sure because the American society especially the reporters think they have a right to print anything they wish. Freedom of speech regards only when others aren't hurt.
I feel they should, but to publish his reasons etc... and not add any personal opinions.
It depends if the official made the error on purpose or if he didn't know he was making the error at the time.

77 = I DON'T KNOW

88 = NO RESPONSE

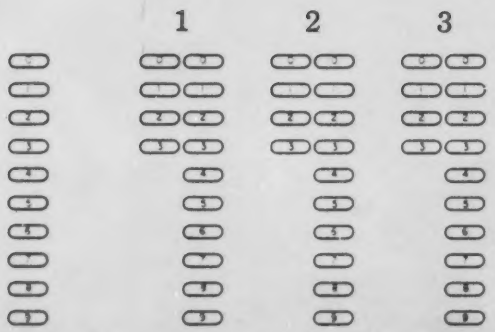
When a person votes on whether or not to build a new school, what things should he think about before voting?

Give three things he should think about.

(1) _____

(2) _____

(3) _____



DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R504001

NAEP #: 3-504001-13D-2

Objective: II. Demonstrates Skills Necessary to Use Information

Subobjective: C. Makes decisions and solves problems.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 04-10

TOTAL TIME: (in seconds) 13
114

1981-82 T0410
1975-76 T0413
1969-70 T1202

VOTE FOR NEW SCHOOL
3-504001-13D-2
SCORING GUIDE

These categories were used to score parts A1, A2 and A3.
Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE

Age 13

Is it feasible.
Is this a good time to build it.
How the people in the area feel about it.
How would it be built.
How much time it going to take.
Whether it should specialize in any subjects.
When.
Community effect.
Where kids will go to school while building being replaced.

11 = IF THE SCHOOL IS NEEDED

Age 13

If there is to many students.
If other schools around there are too crowded.

Whether or not they could add on to the old school.
Is the old one very bad.
Do we need it?
Whether there's enough children for it.
How badly the community needs it.

12 = GENERAL REFERENCES TO BENEFITS - COMMUNITY, CHILDREN, OR VOTERS

Age 13

What good is it going to be.
If the school would benefit his family.
Would it help society any.
Would it benefit him and the people surrounding it.
Help voter's children.
Will it help the town.

Scoring guide (continued)

Categories and sample responses are listed below.

13 = COST AND FINANCING - CAN PEOPLE AFFORD IT (INCREASED TAXES), WILL/CAN THE STATE SUPPORT IT

Age 13

Does the budget allow it.
How much it would cost.
High taxes.
Can he get money to make it.
Do we have enough money to build it.
How much more it's going to cost them.
The tax problems.

14 = SIZE OF SCHOOL, IS IT ADEQUATE FOR NEEDS

Age 13

How many children it would serve.
How big will it be.
Space amount.
How large its going to be.
How many people will go to this school.

15 = TYPE OF SCHOOL - ELEMENTARY, JR. HIGH, VOCATIONAL, COLLEGE PREPARATORY

Age 13

How many grades will be in it.
Would it be academic or vocational.

16 = AVAILABILITY OF STAFF

Age 13

Could you hire enough teachers.
If they can find good teachers.
Teachers - can he find them.
If there are enough teachers.

Scoring guide (continued)

Categories and sample responses are listed below.

17 = PROPOSED SITE OF SCHOOL, NEIGHBORHOOD WHERE SCHOOL WILL BE LOCATED, SUFFICIENT TRANSPORTATION, WHO WILL ATTEND (BLACKS, WHITES), WHETHER THE PERSON'S OWN CHILDREN WILL ATTEND

AGE 13

Is it around lots of traffic.
What district it would serve.
How close is it to where he(she) lives.
Could my kids go there.

How to get kids there.
Location of school.
Where will it be constructed, near or far?
Busing - if kids have to be bused to school.

18 = ESTHETIC CONSIDERATIONS, VISUAL IMPACT (1 OR 2 STORIES, BRICK OR STONE), COLORS TO BE USED

Age 13

What will they build it out of.
What color.
How it will be designed to look.
How would it be built - its design.
Does the school look OK.

19 = KINDS OF FACILITIES/EQUIPMENT THAT ARE PLANNED - CLOSED/OPEN CLASSROOMS, ROOM SIZES, CARPETING, PLAYGROUND/ATHLETIC FACILITIES, AUDIO VISUAL EQUIPMENT

Age 13

Just how many teachers there will be.
Better phislities.
What size of rooms and how many rooms.
Will it have a cafeteria?
Equipment needed.
How big the classes will be.

How many pupils in each room.

Scoring guide(continued)

Categories and sample responses are listed below.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

What.
Yes, because you have your own opinion two so who cares if you do or don't.
How they are going to get the supplies.

Well he should think about the children.
The races.
Buying books - that stuff.
Who should be elect.
Subjects.

21 = HIRING CRITERIA FOR STAFF (ADMINISTRATION AND FACULTY), WHO WILL BE WORKING THERE, TEACHING METHODS

Age 13

Workers fore the job.
Wao the principal is.
People to teach the students.
Get teachers.
Teachers to teach.
Principal.

77 = I DON'T KNOW

88 = NO RESPONSE

Certain federal government officials are elected to office by the voters while others are appointed by elected officials.

Which official is elected by the voters?

- ⬭ Secretary of State
- ⬭ Federal Court Judge
- ⬭ Ambassador to the U.N.
- ⬬ Senator

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R504008

NAEP #: D-504008-D1D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: D. Understands the electoral processes in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 01-03

TOTAL TIME: (in seconds) 17
28

Is each of the following true or false? Fill in only one oval for each part. Once a law is passed by the U. S. Congress:

		True	False	I don't know.
A.	the law cannot be changed.	○	●	○
B.	the law can be declared unconstitutional by the president.	○	●	○
C.	the law can be interpreted by the U. S. Courts.	●	○	○
D.	an agency that enforces the law can sometimes specify what the law means in specific cases.	○	●	○
E.	the law remains in the U. S. law books for a maximum of fifty years.	○	●	○
F.	a constitutional amendment may be passed that could change or repeal the law.	●	○	○

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R-505013

NAEP #: D-505013-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: E. Understands the basis and organization of the legal system in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: Package-Exercise:	13 / 02-17	17 / 03-14
TOTAL TIME: (in seconds)	13 / 103	17 / 90

The Sixth Amendment to the U.S. Constitution lists the rights of an accused person. One of these rights is "to have the assistance of counsel for his defense."

What does the right to legal counsel mean in a criminal case?

- ⬭ An accused person who is rich can have a better lawyer than an accused person who is poor.
- ⬭ An accused person may not act as his or her own lawyer in the court room.
- ⬬ An accused person can have a lawyer appointed for him or her by the court if he or she cannot afford one.
- ⬭ An accused person can hire a lawyer and have the court pay for the expense if he or she cannot pay.
- ⬭ I don't know.

255

STOP

DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R506005

NAEP #: D-506005-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: F. Knows rights of individuals in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	04-18	05-19
TOTAL TIME: (in seconds)	13	17
	53	42

Suppose you are asked to vote for someone in your school who is running for a class office. You think this person will do a better job than anyone else. However, your best friend decides to run for the same office and asks for your vote.

A. What would you do in this case?

- I would not vote.
- I would vote for my friend.
- I would vote for the other candidate.

B. Please explain any answer you selected.

B

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R506015

NAEP #: 9-506015-33D-23

Objective: II. Demonstrates Skills Necessary to Use Information

Subobjective: C. Makes decisions and solves problems.

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	06-16	02-22
TOTAL TIME: (in seconds)	13 117	17 117

1981-82 T0616 S0222
1975-76 T0417 S0417
1971-72 T0421 S0919

VOTE FOR OFFICE
9-506015-33D-23
SCORING GUIDE: PART B

Categories and sample responses are listed below.

110 = VOTE FOR OTHER CANDIDATE PLUS CONSIDERATION OF QUALIFICATIONS

Age 13

I would want to vote for the one who deserves this honor.
Just because it is my best friend, you have to be honest. and if the other person is better then vote for him.
If my friend couldn't do a good job and other person could it would only be right to vote for the other candidate.
The best man needs to be the class officer.
I would vote for the best person to the job. I don't base my votes on personal friendships.
You should always vote for the person you think would do the best job. Otherwise the organization wouldn't be doing the best it could.

Age 17

I would vote for the other candidate because he is best suitable for the job.
Any position should have the best man possible for it. That's why I would vote for the best man.
Because if I thought that my friend could do the job as good as the other candidate I would have chose her.
Voting for a friend is good but voting for the person who will do the job right is better.
I am looking for the well-being and betterment of my class, school and town.

Scoring guide (continued)
Categories and sample responses are listed below.

111 = VOTE FOR OTHER CANDIDATE - FAIRNESS OR OTHER GOOD REASONS

Age 13

It would not be fair for the other candidate because he was better.
Because it would be just like the spoil system people used a long time ago.
Because it wouldn't be fair to the other candidates if you voted for your friends only.

Age 17

Well if your true friend then you will always be. Beside that you don't have to let them know you didn't vote for. You have to do what you think is right. Therefor I would vote for the other candidate.
Because it wouldn't be fair for the other candidate. And I wouldnt care what my friend thought. He would probably understand.
If that person is a friend she would understand why I voted not for the person but for the views.

251 = VOTE FOR OTHER CANDIDATE PLUS UNACCEPTABLE REASON

Age 13

I would vote for the other candidate because it is not fair to vote for your friend when the other person asked for your vote first.
Because you should vote for the one is really needs the job and not just because your friend won't.
I don't have friends.
He askeded first.

Age 17

My friend wouldn't know who I voted for.
My vote is my private business. My friend wouldn't have to know who I voted for.
I wouldn't vote for my friend because if she couldn't understand the way I felt she wouldn't be a very good friend.
I'd vote for the other candidate because I might have been going to vote for him before my friend came.

Scoring guide (continued)
Categories and sample responses are listed below.

252 = VOTE FOR FRIEND -- ANY REASON EXCEPT "I DON'T KNOW"

Age 13

Because I thing my friend would do a good job and because she is my friend.
Because I'm fond of my friend. And that's the way I am. My friend would do a good job too.
Most of my friends are bigger than me and if they found out I didn't vote for them I would get killed.
I would vote for my friend because I know she would do a good job because she is my friend, and I should know a lot about her.
Because if I didn't she would probably get mad at me and tell other people not to like me.
Why would you want to vote for someone you didn't know?

Age 17

What are friends for if you can't depend on them.
Would not really care who wins but are for your best friend because he would do the same for you.
The school doesn't really do anything for me, so I don't care who runs. And my friend would probably want the same things I wanted.
I would vote for my friend because it might help him latter in life and it goes on his college transcript.

Scoring guide (continued)
Categories and sample responses are listed below.

253 = NOT VOTE--REFERS TO FRIENDSHIP AND GETTING FEELINGS HURT

Age 13

Because then if my friend loses he would be mad at me.
I wouldn't want to hurt their feelings.
I would not vote because my best friend might not do the job well but she might have hurt feelings if I did not vote for her.
Because you would lose your friendship and your friend might turn everyone against you.
Because if I voted for my friend the other guy would be mad and if I voted for the other candidate my best friend would be mad.

Age 17

I wouldn't vote because I wouldn't want to hurt my friend's feelings anymore - if she asked my vote I could that I didn't get a chance to vote.
The other person would be more suited for the job but voting for him might cause hurt feelings for the friend.
I would respect my friend but this wouldn't cause me to make a decision that I knew is wrong.
You would be hurting your friend by voting for the other person, this way you wouldn't hurt anyone.
Because each person would be mad because I voted for the other man. I'm your friend, I asked you first.

254 = NOT VOTE--REFERS TO FAIRNESS

Age 13

I wouldn't vote because if I voted it wouldn't be fair to the other person.
It wouldn't be fair.

Age 17

It wouldn't be fair cause even though it was your best friend. The other candidate is better but I don't think I could really tell her that I voted for someone else.
Because I think it would be unfair to the other candidate.
If I would vote for my friend, it would not be fair to the people how are run a gent him.

Scoring guide (continued)

Categories and sample responses are listed below.

255 = NOT VOTE--OTHER REASONS

Age 13

I wouldn't know what to do.
I would not vote for my friend neither the candidate.
It would be wrong to vote for both candidates.
Because in the long run it would hurt them both.
I would vote for both.
Because you don't know whether your friend is right or wrong.

Age 17

Because it would put me in a spot where I don't want to be.
One missing vote doesn't matter.
I never vote in those damn things.
If I voted for my friend I would be worng and if I voted for the other kid I would be right but I wouldn't feel that way.
I never vote anyway.

777 = I DON'T KNOW

888 = NO RESPONSE

Pat was arrested for a supermarket robbery. Later Pat was identified in a police lineup by a store cashier. Pat was charged with robbery. During the trial, however, the cashier could not positively identify Pat as the robber. Pat was found not guilty.

A week after the trial, a grocery shopper reported to the District Attorney that he saw Pat commit the robbery but had been afraid to step forward with his eyewitness account.

Can a new trial be called?

- ⬭ Yes, because new evidence was discovered.
- ⬭ Yes, because Pat later admitted the crime.
- ⬬ No, because Pat was found not guilty and cannot be tried again for the same crime.
- ⬭ No, because the cost of a new trial would be too great.
- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R507010

NAEP #: D-507010-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: G. Recognizes civil and criminal judicial systems in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	01-24	06-16
TOTAL TIME: (in seconds)	13 56	17 56

An American Nazi Party leader wanted to give a speech in a public park across the street from a Jewish synagogue. The members of the synagogue asked the court to stop the speech but the judge denied the request.

What was the basis for the judge's decision?

- People with unpopular viewpoints have the right to voice their opinions.
- Freedom of religion is more important than freedom of speech.
- By allowing the speech there would be less publicity for the Nazi Party.
- The Jewish community had the right to deny the group access to the park across from its synagogue.
- I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R508008

NAEP #: D-508008-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: H. Has a commitment to support justice and rights of all individuals.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	04-28	05-13
TOTAL TIME: (in seconds)	13 50	17 44

During World War II, the government rationed sugar in the U.S.

Which statement BEST explains the principle behind rationing?

- ⬭ Rationing attempts to insure enough so that everyone can buy as much as they want.
- ⬬ Rationing attempts to insure that everyone will be able to buy some.
- ⬭ Rationing attempts to insure that people with more money can buy more.
- ⬭ Rationing attempts to insure that all available supplies will be purchased.

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R509023

NAEP #: D-509023-D1D-3

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: I. Understands economics in the United States.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap: 17
Package-Exercise: 02-19

TOTAL TIME: (in seconds) 17
42

Brown versus the Board of Education (1954) involved a famous Supreme Court decision which has greatly affected education in the U. S.

What was the decision in this case?

- ⬭ The right of Black people to attend integrated schools was insured.
- ⬭ The rights of states to determine school admittance policies was upheld.
- ⬬ Separate schools were ruled inherently unequal.
- ⬭ The right of the federal government to run schools was guaranteed.

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

Report #: R510020

NAEP #: D-510020-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: J. Understands major social changes that have occurred in American society.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

Overlap:	13	17
Package-Exercise:	02-10	03-27
TOTAL TIME: (in seconds)	13	17
	51	46

The National Rifle Association (NRA) sent letters to more than 700,000 members urging them to write to their Congressional representatives to oppose the upcoming gun control legislation.

What is this type of activity called?

- ⬭ Introducing legislation
- ⬭ Passing legislation
- ⬬ Lobbying for legislation
- ⬭ Vetoing legislation

- ⬭ I don't know.

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.

272

Report #: R511004

NAEP #: D-511004-D1D-23

Objective: V. Demonstrates an Understanding of and Interest in the Development of the United States

Subobjective: K. Has a commitment to participating in community service and civic improvement.

Exercise Type: Multiple Choice
Stimulus Type: Text/Tape

	13	17
Overlap: Package-Exercise:	04-11	05-20
TOTAL TIME: (in seconds)	13 / 34	17 / 37

What are some reasons why it is good for all children in our country to go to school?

(1) _____

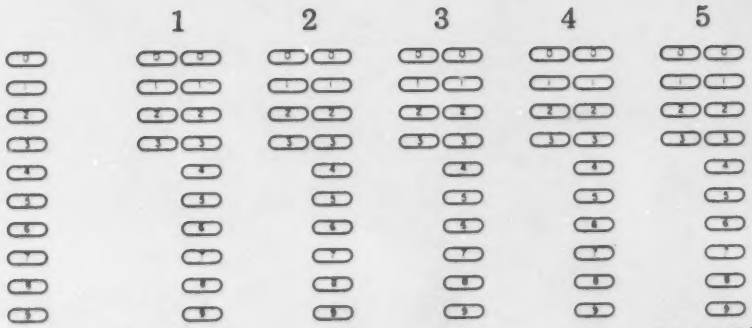
(2) _____

(3) _____

(4) _____

(5) _____

STOP DO NOT CONTINUE UNTIL TOLD TO DO SO.



Report #: R604002

NAEP #: 3-604002-13D-2

Objective: Not Applicable

Subobjective: Not Applicable

Exercise Type: Open-ended
Stimulus Type: Text/Tape

Overlap: 13
Package-Exercise: 01-11

TOTAL TIME: (in seconds) 13
60

1981-82 T0111
1975-76 T0415
1969-70 T1110

WHY GO TO SCHOOL
3-604002-13D-2
SCORING GUIDE

These categories were used to score Parts A1-A5.
Categories and sample responses are listed below.

10 = OTHER - RESPONSES THAT ARE ACCEPTABLE BUT DO NOT HAVE AN ESTABLISHED CATEGORY AND ACCEPTABLE RESPONSES THAT ARE TOO VAGUE TO CATEGORIZE, GENERAL REFERENCES TO THE WORLD

Age 13

So every kid will have the same chance.
To learn about people.
So the crime rate won't go up.
Learn to save money.
Be physically strong, mentally awake and morally strait.
So all can have an equal education.
To have a equal chance.
We get good exercise in P.E. class.
So you'll know if you've been cheated by clerks.
Could understand other people more.
It helps if you're traveling abroad.
To learn about other countries' problems.
School teaches you how to live.

11 = ACADEMIC - CAN GO TO COLLEGE, REFERENCE TO COURSES ONE TAKES IN SCHOOL, SPECIFIC REFERENCE TO SKILL AREA (NOT IN OTHER CATEGORY)

Age 13

To learn how to read.
To learn how to write.
Learn to talk.
Driver's ed. Helps your driving skill.
To try to understand science - how things grow and the wond of nature.
To learn the new math.
Learn to read.

Scoring guide (continued)

Categories and sample responses are listed below.

12 = SOCIAL - LEARN MANNERS (BEHAVIOR), HOW TO GET ALONG WITH PEOPLE, MEET PEOPLE, MAKE FRIENDS, HOW TO DRESS

Age 13

to meet other children
Learn to deal with other people.
to get to know people.
To learn to relate to other people.
See other children.
Meet others.

13 = SELF-IMPROVEMENT - CAN MAKE BETTER DECISIONS, SATISFACTION OF KNOWING THINGS, DOING THINGS FOR PERSONAL PLEASURE, REACH YOUR POTENTIAL, CAN DO MORE THAN YOU THOUGHT, IMPROVE SELF-CONFIDENCE, FIGURE OUT YOUR PROBLEMS FOR YOURSELF, LEARN TO THINK

Age 13

To be able to think well.
So they can discover their own special talents.
How to do things on their own.
To solve questions and think for himself.
Become more mature.
To be able to mix with educated people.
To help themselves with their own problems.
To learn to enjoy life more.
It makes for pride in yourself to see what more you can achieve than you had thought.
Self-enlightenment.

14 = GENERAL STATEMENTS ABOUT BEING EDUCATED (WITHOUT SPECIFYING WHAT THEY ARE LEARNING), NOT BEING IGNORANT, KNOWING RIGHT FROM WRONG, BEING RESPONSIBLE, GROWING UP, PREPARING A PERSON FOR THE FUTURE

Age 13

Teach them what is right from wrong.
To take responsibilities.
So they will have a better education.
It would build up their mind.
To be prepared for anything that comes up.
Everyone needs an education.
To know cetain basic things.
In order to get ahead, must know what the world is like.
To have a better chance in life than your parents.
Well informed people can better adapt.

Scoring guide (continued)
Categories and sample responses are listed below.

15 = REFERENCES TO LEARNING AND ASSIMILATING THE TRADITIONS AND VALUES OF OUR COUNTRY

Age 13

To learn about our nation.

Keep culture going.
Learn about the country.

To learn how to be a part of our society.

16 = OCCUPATIONAL/ECONOMIC - GET A BETTER/GOOD JOB, LEARN SOME KIND OF JOB/TRADE, EDUCATED PEOPLE GET THE BEST OPPORTUNITIES, CAN MAKE MORE MONEY, UPGRADE STANDARD OF LIVING

Age 13

So they can get a job when older.
You need an education to work.
To have a good career when they get older.
They must learn to be able to do jobs.
So they will be educated to go into the business world.
To learn how to run things.
Have a nice home.
To improve living conditions.
To learn to fill out a job application.
Buy better food, clothing.

17 = NATIONAL/PATRIOTISM; SURVIVAL OF DEMOCRATIC WAY OF LIFE, SOMEDAY WILL RUN THE COUNTRY

Age 13

The must learn because education is important in a democracy.
Each person is an important part of U.S.
So they will be good leaders when they grow up.
So they can vote and know what there voting for.
So our country will have minds that will improve it and put it over other countries.
To contribute something to the country with their education.
Keep America first.
Learn about the government.
Have good leaders.
An uneducated nation, like in Asia, would let Communism take over.
To learn how to take part in government.
So they can obey the laws.

Scoring guide (continued)
Categories and sample responses are listed below.

18 = HELP OTHERS, TEACH OTHERS (TRANSFERRING INFORMATION TO OTHERS)

Age 13

They will be able to help other people.
To help your children.
When you get older you can help your family.
Learn more so you can teach your children right.
To teach other people & share their education.

19 = SCIENCE AND TECHNOLOGY - MAINTIAN OR IMPROVE OUR TECHNOLOGY, DEVELOP NEW INDUSTRIES, IMPROVE ON OLD (EFFICIENCY AND PRODUCTIVITY), FIND CURES FOR DISEASES, INVENT THINGS

Age 13

Help with science.
More doctors.
Vetanarians.
They will be engineers and.
Learn to take care disease and about our bodies, life, health.
Make new and better ways of getting food and building thing.

20 = OTHER - VAGUE OR NONSENSICAL RESPONSES AND OTHER UNACCEPTABLES THAT DO NOT HAVE AN ESTABLISHED CATEGORY

Age 13

For his family when he grows up.
to raise a family.
For them to have fun.
Don't have to pay.
Going to school is good for you.
To get married.
Because the law says they should.
School is good for boys and girls.
To be happy.
So kids won't be a bum.

21 = KEEPS KIDS OFF THE STREET, OUT OF TROUBLE, BUSY

Age 13

So kids will have something to do.
Stay out of trouble.
When you're young you don't have anything else to do.
To get out of your mother's hair so she can do the housework.

77 = I DON'T KNOW

88 = NO RESPONSE

APPENDIX C

National and Modal Grade

P-Values for Correct Response

To Cognitive Exercises

1981-82

Assessment

PERCENT OF CORRECT RESPONSES FOR NATION AND MODAL GRADE BY AGE
1981-82 CITIZENSHIP/SOCIAL STUDIES ASSESSMENT

		Age 9		Age 13		Age 17	
		National	Grade 4	National	Grade 8	National	Grade 11
9-101020-2,3	A			50.5	56.7	59.1	63.3
	B			38.2	44.0	80.8	82.7
D-102004-1	A	80.5	86.7				
	B	86.3	90.6				
	C	70.9	75.8				
	D	73.4	80.1				
3-102009-2	A			67.1	67.4		
	B			71.6	69.9		
D-102017-2,3	A			85.0	86.1	90.9	91.9
	B			77.2	82.0	90.1	92.5
	C			80.1	82.4	85.6	84.9
	D			72.7	74.0	83.0	84.7
	E			86.4	88.0	91.2	91.7
	F			79.6	81.9	82.9	86.1
D-103010-1,2,3		45.5	50.1	72.6	75.3	75.5	77.0
3-104002-3	A					96.8	97.4
	B					74.8	78.2
	C					91.2	93.4
	D					28.2	29.3
3-104004-2	A			70.5	74.9		
	B			80.1	81.8		
	C			94.4	96.6		
	D			70.6	74.1		
3-105021-2	A			97.9	98.6		
	B			92.8	91.7		
	C			96.7	96.7		
	D			93.7	94.2		
3-105029-3	A					79.4	80.3
	B					69.9	72.3
D-201006-1,2	A	52.8	59.5	89.6	92.6		
	B	22.0	24.3	46.1	48.8		
3-201010-2,3				77.5	78.0	80.2	80.9
D-201026-1,2,3		27.4	31.5	71.2	75.8	84.7	89.0
3-201030-2,3				82.0	83.7	81.2	82.5
D-202013-2,3				55.8	57.0	63.4	65.5
3-202016-2	A			89.4	89.7		
	B			73.9	76.4		
3-202018-2	A&B			66.7	68.0		
	C&D			63.9	65.8		
3-203018-2,3	A			90.3	91.0	93.8	94.5
	B			97.2	97.2	98.1	98.2
	C			90.4	90.9	93.6	94.2
D-203024-2,3				83.5	85.4	91.5	93.4
D-204006-1,2		35.2	41.0	70.6	75.0		
3-206002-3						85.0	87.6
3-300005-2,3				34.1	40.1	56.9	56.4

PERCENT OF CORRECT RESPONSES FOR NATION AND MODAL GRADE BY AGE
1981-82 CITIZENSHIP/SOCIAL STUDIES ASSESSMENT (Cont'd.)

		Age 9		Age 13		Age 17	
		National	Grade 4	National	Grade 8	National	Grade 11
D-301014-2,3				39.9	41.9	62.0	65.2
3-302001-3						38.5	42.3
3-302002-2				92.9	93.6		
3-302013-2,3	A			98.5	98.9	98.4	98.5
	B			76.3	78.0	85.7	87.2
	C			92.1	94.1	95.4	96.1
	D			62.6	64.0	76.9	79.3
	E			84.5	84.9	88.7	90.8
3-302022-2,3				52.7	57.7	77.6	82.9
3-305003-2,3	A			79.5	82.6	84.1	86.1
	B			26.5	26.9	39.6	41.2
D-305006-1,2,3	A	84.0	86.0	97.5	97.9	97.6	97.8
	B	56.4	59.7	72.1	72.5	58.9	59.9
	C	83.9	88.7	98.1	98.3	97.9	98.0
	D	87.3	91.7	97.3	97.3	95.7	95.8
	E	80.6	84.0	92.0	93.5	92.4	92.2
	F	26.1	27.6	28.7	30.5	37.8	40.5
	G	76.1	81.5	95.0	95.8	97.5	97.9
	H	88.6	92.3	96.8	97.6	96.5	96.5
	I	88.9	92.9	97.5	97.5	95.8	96.1
	J	75.6	81.2	93.8	95.5	92.5	93.1
	K	87.4	91.6	96.7	97.1	95.9	95.6
	L	89.5	92.1	97.9	98.7	95.4	95.2
	M	83.5	87.7	96.8	97.1	96.5	96.7
3-306011-2,3				77.5	80.6	90.1	92.6
D-306013-1		55.8	59.6				
3-401002-3	A					59.9	61.5
	A,B or C					51.5	54.1
D-402006-1,2,3	A	49.4	51.9	61.4	62.2	66.6	70.0
	B	73.9	79.7	91.1	91.8	87.7	88.0
	C	47.2	51.3	69.0	72.5	80.7	82.3
	D	31.6	30.8	47.1	49.9	57.0	59.2
	E	64.7	70.0	84.5	85.8	84.8	85.4
	F	41.9	42.5	61.7	60.3	69.0	69.4
	G	44.4	45.3	37.0	37.2	42.3	42.4
	H	56.1	58.5	77.3	78.8	78.9	80.8
9-403005-2,3				51.3	54.6	56.6	59.1
D-403008-2,3				84.8	88.1	92.5	93.4
3-404002-2,3				57.7	62.5	65.1	67.0
3-404003-2,3				45.8	50.7	58.6	61.8
3-404006-3						53.2	56.0
						48.9	51.5
						48.8	51.4
3-404031-2	A			43.4	41.6		
	B			39.6	37.3		
	C			46.6	45.0		

PERCENT OF CORRECT RESPONSES FOR NATION AND MORAL GRADE BY AGE
1981-82 CITIZENSHIP/SOCIAL STUDIES ASSESSMENT (Cont'd.)

		Age 9		Age 13		Age 17	
		National	Grade 4	National	Grade 8	National	Grade 11
3-404032-3	A					37.7	37.0
	B					20.9	19.5
	C					13.8	12.0
	D					10.0	8.5
	E					10.0	8.1
	F					20.8	20.3
	G					17.8	16.1
	H					7.5	7.4
3-404034-3	A					80.0	79.6
	B					75.7	76.4
D-406015-1,2,3		72.7	78.3	94.1	95.1	93.0	94.9
D-407012-3						53.4	55.2
D-408006-2,3				81.0	84.8	90.2	92.5
D-501016-2,3				75.0	78.6	87.7	88.7
9-502009-2,3	A			75.8	80.2	80.3	80.8
	B			75.8	80.2	80.3	80.8
9-502013-3						79.2	79.8
						68.8	70.5
						69.5	70.9
3-504001-2				78.5	83.4		
D-504008-3						84.1	88.0
D-505013-2,3	A			76.4	78.9	84.1	85.5
	B			20.8	19.7	30.0	33.4
	C			65.3	68.2	76.4	78.5
	D			14.7	15.3	13.8	13.5
	E			64.0	67.5	63.7	64.9
	F			81.6	84.6	89.9	91.7
D-506005-2,3				67.1	71.9	87.7	89.5
9-506015-2,3	A			55.9	57.2	66.8	70.2
	B			51.6	53.1	64.1	67.6
D-507010-2,3				37.8	38.5	61.6	63.3
D-508008-2,3				41.3	42.5	67.0	68.9
D-509023-3						77.3	81.3
D-510020-2,3				9.9	10.1	19.1	18.4
D-511004-2,3				19.5	22.4	49.0	51.2
3-604002-2				81.6	85.7		